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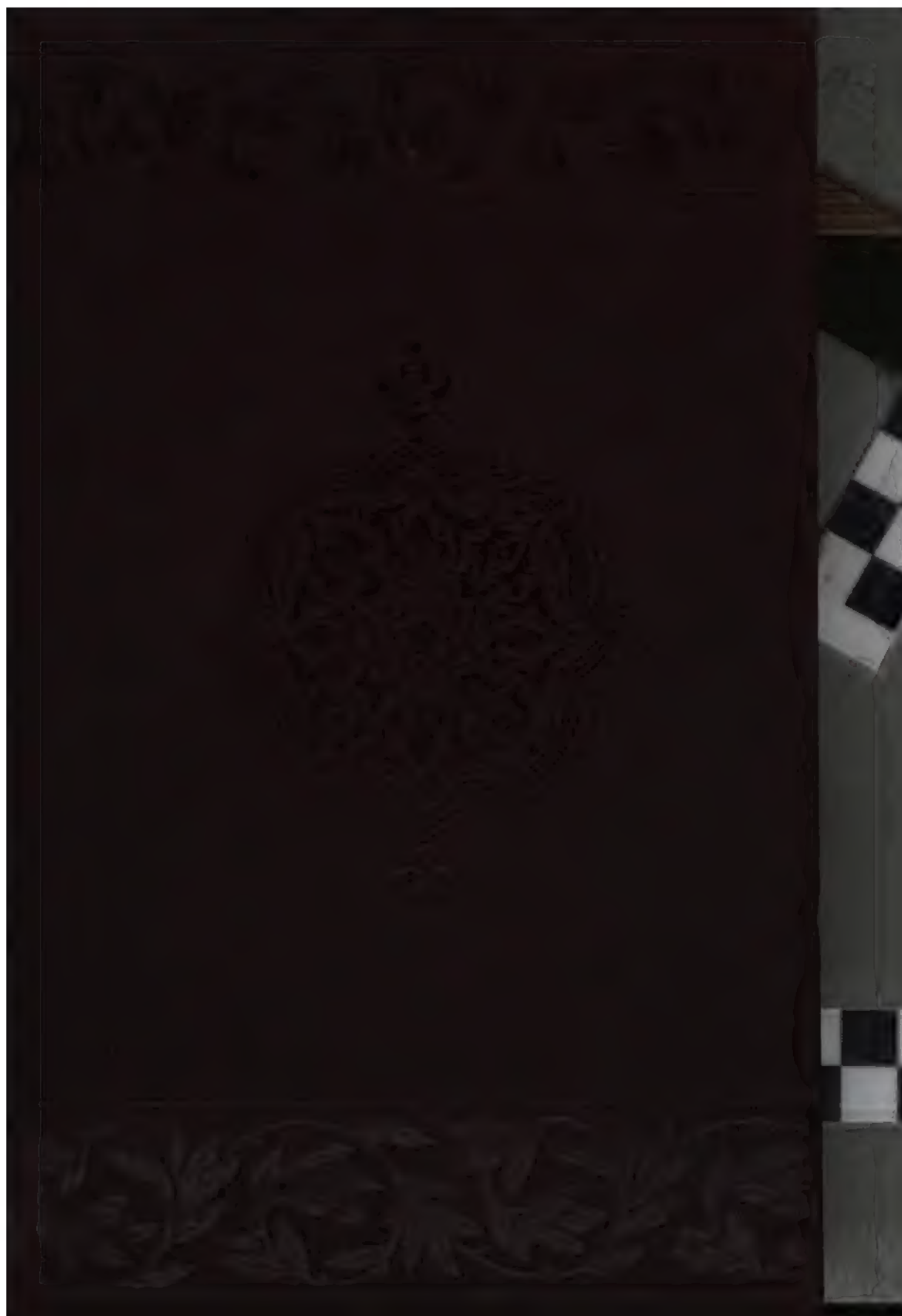
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E. P. Gubberley.

FEB 3 - 1898

STATE OF NEW YORK

DEPARTMENT

OF

PUBLIC INSTRUCTION

FORTY-THIRD ANNUAL REPORT

OF THE

STATE SUPERINTENDENT

For the School Year Ending July 31, 1896

TRANSMITTED TO THE LEGISLATURE MARCH 30, 1897.

WYNKOOP HALLENBECK CRAWFORD CO.,

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STATE OF NEW YORK

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IN ASSEMBLY,

MARCH 30, 1897.

FORTY-THIRD ANNUAL REPORT

OF THE

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

STATE OF NEW YORK

DEPARTMENT OF PUBLIC INSTRUCTION

SUPERINTENDENT'S OFFICE

ALBANY, *March* 30, 1897. }

Hon. JAMES M. E. O'GRADY,

Speaker of the Assembly:

SIR.—I herewith transmit to the Legislature the forty-third annual report of the State Superintendent of Public Instruction, and the exhibits accompanying the same.

I have the honor to remain your obedient servant,


State Superintendent.

STATE OF NEW YORK

DEPARTMENT OF PUBLIC INSTRUCTION

CAPITOL, ALBANY

DEPARTMENT REGISTER

1896-97

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DEPUTY STATE SUPERINTENDENT
HON. DANFORTH E. AINSWORTH

SECOND DEPUTY SUPERINTENDENT
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STATE OF NEW YORK

DEPARTMENT OF PUBLIC INSTRUCTION
SUPERINTENDENT'S OFFICE
ALBANY, *March* 30, 1897.

To the Legislature:

Fulfilling the duty imposed upon the State Superintendent of Public Instruction by the Consolidated School Law, I have the honor to transmit to the Legislature information concerning the condition of the public schools of the State for the year ending July 31, 1896. This information, together with observations which I deem appropriate, constitute the forty-third annual report of the Department and the second under my administration.

Documents and full detailed information will be found in the accompanying exhibits.

Most respectfully,

A large, elegant handwritten signature in cursive script, reading "Charles R. Skinner". The letters are dark and fluid, with a prominent initial "C" and a long, sweeping underline.

State Superintendent of Public Instruction.

REPORT

The year was one of exceptional educational activity in many directions, and friends of education may well feel encouraged by the satisfactory conditions which now exist and promise to continue. The State is most liberal in its provisions for education, public interest seems to be increasing, and the good work of the year may be looked upon as an indication that educational standards are being uplifted in every direction.

The outlook for the future was never brighter. The willingness on the part of the State and public to maintain the school system with great liberality was never more manifest. Teachers have more professional spirit—Public they are more eager for professional equipment—salaries interest of teachers show an upward tendency—attendance increases steadily—greater attention is paid to school-houses and school grounds—parents are showing deeper interest in the schools, and altogether there are many signs of an educational awakening.

The accompanying exhibits tell the detailed story of results in all directions, and they will be read with pride by every one who believes in the power of our schools to make good citizens. They tell a wonderful story of great resources and great possibilities and show that in education as in finance and commerce ours is truly an imperial State.

TOWNSHIP SYSTEM

Notwithstanding the apparent advance in the general school work of the State, thoughtful educators view with apprehension the failure of the rural schools to keep in touch with the onward movement of those more fortunately located in our cities and villages. Students of educational problems thoroughly appreciate that in view of the constant tendency of our population and wealth toward the cities and villages, the rural school problem has become the one most worthy of attention and most perplexing in its solution. A careful study of this problem has led to a conviction that the chief diff-

Decline of rural schools

culty with the rural schools is the lack of systematic and business-like management of their affairs, consequent upon the district system, that the remedy most likely to correct existing conditions lies along administrative lines, and that the larger unit of the township is much better adapted to good administration than is the present district system.

**District
system
inadequate**

The district system has been condemned and the township system approved by every Superintendent of Public Instruction in this State from 1860 to the present time, and the following extracts from annual reports to the Legislature are certainly deserving of the attention of thoughtful men interested in the educational standing of our great commonwealth.

Superintendent Van Dyck in his report for 1860, said: "It is obvious that the pupils in the purely country districts are already reduced on an average to a point below the requirements of an efficient and healthy organization. It needs no extended argument to prove that a district feeble in property and deficient in scholars is not likely to maintain a vigorous and efficient school." In view of Superintendent Van Dyck's opinion it is interesting to note that notwithstanding a decline of about 300,000 in the rural school population since 1860, there are to-day 371 more school districts than at that time.

Following are extracts from later reports of State Superintendents:

**Opinions of
former
superintendents**

Superintendent Gilmour, report for 1877: "I am of the opinion that the necessity of the present system of school districts has ceased, and that the schools can be materially benefited, the quality of the instruction improved, the attendance increased, and supervision made more thorough by adopting the township system."

Superintendent Draper, report for 1892: "I have no hesitation in expressing my belief that if the township system of schools were once in operation it would greatly promote the efficiency as it would more equitably distribute the cost of our rural schools. Experience has shown that the warmest friends of the measure are those who most thoroughly understand its provisions."

Superintendent Crooker, report for 1893: "The leading educators of the State, irrespective of their political views, stand as a unit for the township system." "Any

measure affecting the public school system, which has the hearty support of the entire educational army of the State, is one which should receive most respectful consideration." "By its adoption we would place the local affairs of rural schools on such a basis that they would be managed in a strictly business-like manner."

Massachusetts experienced the same evil results from the district system, and as early as 1839, that distinguished educator, Horace Mann, in his annual report as Secretary of the State Board of Education, said: "I consider the law of 1789, authorizing towns (in Massachusetts) to divide themselves into school districts, the most unfortunate law on the subject of common schools ever enacted in the State." In the southern States the county is generally the unit in local administration, and in most of them it has wisely been made the unit of local school administration as well. In the States of the north and largely in those in the west, the township is the unit in local administration, and for that reason has been chosen as a unit for school organization.

**Experience
of other
States**

Indiana was the first State to change from the district to the township system, and one after another the States have followed until but few retain the antiquated district system with its inferior administration, its wasteful expenditure, its unequal taxation, and, above all, its unequal school advantages. That the experience of those States which have abandoned the district system has been satisfactory, is best demonstrated by the fact that none have returned to it. To any one at all conversant with existing conditions in the rural sections of the State, it is evident that hundreds of school districts have outlived their usefulness and the conditions under which they were created, and have become a public burden instead of a public benefit.

In 1870 there were no fewer than 1,500 school districts with an average daily attendance of less than 10 pupils each, while the reports for 1896 show more than 3,500 such districts, and it is safe to estimate that the average daily attendance for all strictly country schools in the State does not exceed 10 pupils for each school. In hundreds of districts the number of school district officers exceeds the number of pupils of average attendance. Under such conditions it is practically impossible to maintain interest in the school work, either in the community or among the pupils and patrons; the school is

**Average
attendance
in rural
schools**

conducted in a perfunctory manner, and school spirit is at a minimum. An instance recently came to my attention of a teacher who asked to be released from an unexpired contract to teach in a school of two pupils, giving as her reason that the hopeless task of endeavoring to arouse interest in study under such conditions would drive her insane.

**Facts
against
sentiment**

It may be argued that the law now provides for the annulling and consolidating of weak districts, but local sentiment stands in the way and clings to the old organization more from love of what it has been than from respect for what it is, until the results from such provisions of the law are meager and barren. From an economic point of view, the waste of the State school money under the district system is both startling and ludicrous. One of the officials of this Department reports visiting a country school in company with the school commissioner of the district, and finding there a teacher at work on a piece of embroidery, but with no pupils in attendance. Inquiry elicited the information that the school had been in session three weeks without any pupils, and that there were only two children of school age in the entire district, both of whom were expected to attend the school later on. It is certainly unfortunate that such a condition should be even possible in a State that stands first among the states in population, wealth, and natural resources.

**Horace
Mann's
opinion**

The clear, unbiased judgment of Horace Mann, in regard to Massachusetts, pronounced over 50 years ago, still remains applicable to our own State, not only unchallenged, but affirmed again and again by the highest educational authorities throughout the United States and the world. The advisability of a change in our system has passed beyond the realm of discussion. Everywhere it has come to be recognized as the most important educational question before the people of our State. All others can afford to wait until it is solved. Better schools in our cities and villages but aggravate the evil by still further draining the rural schools and thus reducing the school advantages of those residing in rural communities.

I respectfully submit this question to your honorable body as one of paramount importance, demanding immediate attention.

NORMAL SCHOOLS

In the eleven normal and training schools of the State there was a total enrollment during the year of 9,481 pupils, against 8,856 during the previous year. There was an average attendance during the year of 7,521, against 6,991 in 1895. The above figures include attendance in all departments. The whole number of graduates for the year was 860, as compared with 715 the previous year. The whole number of graduates from the schools since their opening is 12,731.

The cost of maintaining the schools during the year Cost was as follows:

For instruction, normal departments...	\$161,707 00
For instruction, other departments.....	28,520 00
For apparatus, text-books and libraries.	30,593 04
For mileage.....	9,425 28
For salaries of janitors.....	12,104 59
For permanent improvements.....	170,043 24
For other expenses.....	48,744 77
Balance on hand July 31, 1896.....	20,687 49
	<hr/>
	\$481,825 41
	<hr/> <hr/>

The amount for permanent improvements given above includes expenditures for additional accommodations at Geneseo and Plattsburgh, but does not include expenditures incurred in the erection of a new normal school building at Jamaica, for which the Legislature of 1895 made a reappropriation of \$100,000. A contract was entered into in June, 1896, for the construction of the building; work was promptly begun under the direction of the Capitol Commissioner, and it is expected that the new building will be ready for occupancy in September next, assuming that the Legislature will make the necessary appropriations for equipment, furniture and maintenance.

The value of normal school property fairly appraised Value of is as follows: plant

Buildings and grounds.....	\$1,935,655 84
Furniture.....	156,375 24
Library and apparatus.....	131,439 41
	<hr/>
	\$2,223,470 49
	<hr/> <hr/>

Mileage

The provision for payment of mileage was withdrawn at the beginning of the present school year. It was thought that this provision, which had existed from the beginning as an inducement to young men and women to attend normal schools, was no longer necessary, inasmuch as most of the schools are now instructing fully as many students as can well be accommodated, and no pupil is now obliged to travel a great distance to reach a normal school.

Standard of admission

There is a constant tendency to raise the standard of admission to normal schools, and to increase the amount of professional instruction. This tendency will certainly lead to the graduation of a higher grade of teachers and meet the increasing demand for their services. Not how much but how good—not how many teachers, but how well equipped—should be the standard of our normal schools. More than 90 per cent. of the graduates of these schools engage in teaching, and remain in the profession as long as they receive encouragement.

Value of normal diplomas

I desire to impress upon school authorities, especially in cities, the importance of giving due recognition to holders of normal school diplomas, making them prima facie evidence at least of qualifications to teach without further examination, beyond reasonable tests by actual experience. City educational authorities should not rely upon special charter provisions to disregard certificates and diplomas granted to persons who have met all the requirements of professional courses of study provided by State authority. These certificates bear upon their face the authority to teach in any public school of the State—impliedly without further examination. They should be accepted within certain limitations above noted,—at least they should be accredited as testimonials from the State, granted after compliance with State requirements, and be given full value.

With our excellent systems of normal and training schools, and teachers training classes in academies and union schools, we have abundant facilities for the professional instruction of teachers. So long as we are thus equipped there is no present demand for the erection of additional normal schools.

SCHOOL COMMISSIONERS

The triennial election of school commissioners took place in November last. Of 114, 60 were re-elected. This fact is encouraging, even though there be no law

requiring special qualifications. Of the 114 commissioners, 99 have had teaching experience, 10 are college graduates, 20 are graduates of normal schools, 5 hold State certificates, and 32 have won first grade certificates. Forty-seven have other occupations. This seems highly necessary, for the compensation paid school commissioners will not decently support men and women and enable them to do their work intelligently and conscientiously. There is a growing feeling that a law should be enacted fixing the qualifications of school commissioners. They should certainly be as thoroughly qualified as the teachers whose work they supervise. The work of a thoroughly educated teacher can not be inspected intelligently by one who is not possessed of equal fitness. Any other view makes inspection a farce, or confines it to petty details attention to which does not require a high grade of ability. Before the expiration of the term of the present force of school commissioners it is hoped that legislation may be agreed upon specifying some of the qualifications which school commissioners should possess.

It is a pleasure to commend the painstaking and efficient work which has been done by women who have held and are still holding the office. Although the duties must be irksome and often unpleasant, these faithful women have not flinched, and have given to their brother officers an excellent example of faithful and intelligent service. As a great majority of our teachers are women, a woman's sympathy among them is felt and appreciated as a helpful influence. There was no mistake made when the law declared women eligible to hold the office of school commissioner, and it is to be regretted that women are by constitutional provision debarred from voting for candidates for that office.

The powers and duties of school commissioners are many and varied. I desire particularly to call attention to the requirements of subdivision 2, section 12 of title 5, of the Consolidated School Law, which provides that it shall be the duty of a school commissioner "to visit and examine all the schools and school districts within his district as often in each year as shall be practicable; to inquire into all matters relating to the management, the course of study, and mode of instruction, and the text-books and discipline of such schools, and the condition of the schoolhouses, sites, outbuildings and ap-

pendages, and of the district generally; to examine the school libraries; to advise with and counsel the trustees and other officers of the district in relation to their duties, and particularly in respect to the construction, heating, ventilating and lighting of schoolhouses, and the improving and adorning of the school grounds connected therewith; and to recommend to the trustees and teachers the proper studies, discipline and management of the schools, and the course of instruction to be pursued."

Supervision

Many other provisions of school law specify additional duties and responsibilities. Next to good teaching, intelligent and helpful inspection and supervision are among our greatest educational needs. A thoroughly interested and qualified school commissioner has opportunities which make his office one of the most important in our school system. There is a general demand that the office be magnified and dignified, and as this is done there will in due time come adequate compensation. School commissioners should seek a thorough acquaintance with the educational conditions of every school, and school district, under their supervision. They should know personally as far as possible every teacher, every local school officer, every progressive friend of education in every school district. They should know the condition of schoolhouses and grounds, especially as to sanitary conditions, ventilation, health and decency. Helpful laws exist to sustain all progressive school officers, if they have the courage to do what they know to be for the best educational interests of the State.

Time given rural schools

It is estimated that the average time devoted to supervision of the rural schools of the country is one hour per year to each school. This is a very poor showing and seems incredible. I am convinced, however, that this average is much higher in this State. The average number of school districts under each school commissioner in the State is 97, and our records show that each of our 114 school commissioners during the year makes on an average 133 visits.

" ENRICHING THE GRAMMAR GRADES "

It is to be regretted that there is in certain quarters a tendency to crowd unduly, into the lower grades of school, studies which have hitherto been considered a part of secondary school work. This is done under the

specious pretext of "enriching the grammar grades." Is there not danger that too much "enrichment" may, after the analogy of nature, produce a crop rank in luxuriance of stalk and blade, but extremely meagre as to the full corn in the ear? It is a serious and intricate problem, the solution of which is not to be reached by brilliance of theoretical demonstration, but only by careful and exhaustive experience. Nature has set limits which it is not wise for man to force. "Enrichment" may prove to be dilution.

Overcrowd-
ing grade
work

It is a question on which much may be said for and against, and one which presents totally different aspects when viewed from different standpoints; capable of one solution when the public schools are looked upon as instruments for the development of university students; and of a totally different solution when they are considered only as a means of enabling pupils to intelligently earn a livelihood. Of 100 children who start in life, about four reach the high school, two reach the college, and 94 leave at various ages to go into the trades or mercantile clerkships. For whom are we to legislate, the six or the 94? How far does the duty of the State to educate its citizens extend?

Percentage
reaching
secondary
schools

I agree entirely with the report of the Committee of Ten appointed by the National Educational Association that subjects in the lower grades need not be treated differently for pupils who are presumably intending to enter higher institutions and those who are not. The vital points to be considered are, what subjects are to be taught in these grades and to what extent should they be taught? Thorough drill in the fundamental branches is presupposed, but even here there are found slipshod methods in spelling and composition tolerated in this country alone. Not a pupil should be promoted out of the grammar grades who can not express his thoughts in writing intelligently and accurately. Were there a proper regard in many of our schools for a thorough training in these essentials there would be fewer students in our colleges to-day unable to write a creditable letter or essay.

Drill in
fundamen-
tal branches

Arithmetic is another subject which is recommended to be curtailed by the ultra-theorists by the omission of such subjects as cube root and abstract mensuration and the greater part of commercial arithmetic. As a substitute therefor algebra is to be introduced, on the ground

**Value of
arithmetic**

that it gives better discipline for the mind, and also that all the arithmetic needed by the average pupil is thus given and that he can obtain the rest at a later period in his course. It is a question whether algebra is a better disciplinary process for the younger minds than arithmetic, and whether it is advisable to study the former subject before the ages of 14 or 15 years; but I have no doubt of the greater utility of arithmetic for the majority of pupils under those ages, and we can not lose sight of the fact that the arithmetic given between the ages of 8 and 14 is all that the greater part of our school population ever obtain, and that an intimate knowledge of its processes, including commercial and so-called business arithmetic, is as essential as a thorough drill in English. There can be no objection to grouping with arithmetic oral instruction in concrete geometry at least once per week between the ages of 11 and 14, since a knowledge on the part of the pupils of the forms and relations of parts of geometrical figures is highly essential.

**Subjects
that should
be emphasized**

There is no doubt that the bright boy in our public grammar grades finds much time on his hands between the ages of 10 and 14, but I believe this can profitably be filled by proper instruction in the subjects already assigned to those grades rather than by the importation of others of doubtful utility. We rely upon thorough and systematic instruction in geography and history to do this work. Such thorough and systematic instruction will afford opportunity to the teacher for the fullest enrichment of the course that can be asked by any one at all cognizant of the conditions surrounding our common schools, for geography should include not only the subject as usually understood, but also the elements of botany, zoology, astronomy, physiography, commerce, races, religions and governments. Fully the same amount of time should be given to it as to arithmetic and covering practically the same ages, 6 to 14. The work in history should comprise a thorough drill in American History, including the elements of Civil Government, English History and the outlines of Greek and Roman History. American History is a subject which is much neglected in our grammar schools, to our everlasting discredit. There is no age when a pupil's mind is more impressionable, and a thorough study and drill in the events of our own history and their underlying causes is of incalculable benefit in promoting love of country, a love for political history

and a love of sound and helpful reading. The study of natural history in our primary and grammar grades should be correlated with the work of language, drawing and geography and depends for its effectiveness upon the power of the teacher presenting the subject.

This subject is not touched upon in a spirit of hostile criticism, nor is it attempted in any degree to outline all that should be studied in grammar grades. On the contrary, I have omitted all reference to foreign languages, which, in the case of modern languages may be taught where conditions permit or demand in the grammar grades; the existence of such conditions can easily be recognized; but I earnestly deprecate the movement on the part of many teachers, writers and school authorities to set back into the lower grades subjects and methods of studying subjects which seem to me on the one hand to demand greater maturity for accurate comprehension, and on the other, to crowd out subjects more essential to the great majority of pupils and better calculated to develop them for the business of this life.

Intent of criticism

Time was when the object of the school was the development of the individual and when the personal equation of each pupil entered into the complex problem; now all seems subordinated to the development of a curriculum. I earnestly advise moving with the utmost caution in this direction, and taking for our guide long-tried experience rather than theory, lest we work irremediable damage to the plastic minds of the pupils entrusted to our care.

Object of school

There is still too much attempted in grade work, and courses of study are overcrowded beyond the ability of pupils to master. It is wrong to ask a pupil to do too much — as great a wrong as to ask too little. A course of study which does not take into consideration the physical as well as the mental condition of a child is unreasonable if not criminal. The preservation of good health should be the first consideration in all courses of study, in all school systems, for without good health, the best education loses its charm.

EMPLOYMENT OF TEACHERS IN CITIES

Section 4 of chapter 1031 of the Laws of 1895, became operative January 1, 1897. For a year and a half previous, however, the academies and high schools of the

**A progres-
sive school
law**

State were preparing to comply with its provisions. The act was deemed by educational authorities to be one of the most progressive school laws enacted for many years, and its practical working thus far bears out their judgment. The law establishes a minimum preliminary education for every candidate for the teaching profession and further prescribes a course in practical and theoretical training in pedagogy of at least thirty-eight (38) weeks. No person can hereafter be employed in the public schools of any city who has not had this elementary drill and professional training. Incompetent teachers are therefore barred from the public school service in cities and a premium is put upon a thorough preparation in the principles and practice of teaching. The section of the law in full is as follows:

**Section 4,
chapter
1081, Laws
of 1895**

“§ 4. After January first, eighteen hundred and ninety-seven, no person shall be employed or licensed to teach in the primary and grammar schools of any city authorized by law to employ a superintendent of schools, who has not had successful experience in teaching for at least three years, or, in lieu thereof, has not completed a three years' course in, and graduated from a high school or academy having a course of study of not less than three years, approved by the State Superintendent of Public Instruction, or from some institution of learning of equal or higher rank, approved by the same authority, and who, subsequently to such graduation, has not graduated from a school or class for the professional training of teachers, having a course of study of not less than thirty-eight weeks, approved by the State Superintendent of Public Instruction. Nothing in this act shall be construed to restrict any board of education of any city from requiring such additional qualifications of teachers as said board may determine; nor shall the provisions of this act preclude the board of education of any city or village from accepting the diploma of any State Normal and Training School of the State of New York, or a State certificate obtained on examination, as an equivalent for the preparation in scholarship and professional training herein required.”

By the provisions of this section it became my duty to prescribe a minimum course of study for not less than three years to be adopted by each high school or academy in the State to enable their graduates to be licensed in or employed by any city having a superin-

tendent of schools, to teach in the public schools thereof. Accordingly the following course was drafted and its adoption recommended to all high schools and academies.

First. A three years' course of study in a high school, **Minimum 3 years course of study** in order to receive the approval of the State Superintendent of Public Instruction, as required by chapter 1031 of the Laws of 1895, entitled "An act to encourage and promote the professional training of teachers," should include the following as a minimum requirement:

1. English, three years, or 300 recitations. The English course should include Grammar, Rhetoric, Literature and Composition. The work in literature should cover at least the ground required for admission to college by the Association of Schools and Colleges of the Middle States and Maryland.

2. Mathematics, three years, or 300 recitations. The mathematical course should include Algebra to the end of Quadratic Equations, Plane Geometry, and a review of Arithmetic.

3. A foreign language, Latin, French or German, three years, or 300 recitations. The course should include at least the grammar of the language and translation at sight of simple prose and poetry into idiomatic English.

4. History and Civics, three years, or 200 recitations. The course should include English, Greek, and Roman History, with the intensive study for at least five months of Civics and some special period of American History.

5. Drawing, three years, or 200 recitations. The **Subjects required** course in Drawing should include the principles and practice of Representation Drawing, Construction Drawing, and Decoration Drawing.

6. Physics and Botany, with individual laboratory work, two years, or 200 recitations. Chemistry directly applicable to Physics and Botany should be taught in connection with these subjects.

7. Physiology and Zoology, one year, or 100 recitations.

8. Geography, Physical and Mathematical, one year, or 100 recitations.

9. Vocal Music, three years, or 100 recitations. The course should include vocal culture (in class), sight-

singing from the staff, and the common technical terms used in vocal music.

Four or five-year courses in high schools or courses in institutions of higher rank, should include the subjects required in the three years' course.

Second. Whatever examination in scholarship may be required for a teacher's license, should be conducted before the applicant enters upon a course of professional training, and not after its close.

**Statute not
retroactive**

This statute was not retroactive, and was held not to prevent the continuation in employment of such teachers in city schools as were under contract prior to January 1, 1897, and actually teaching therein.

Nor was the act considered retroactive in the case of students who were pursuing a course of study at the time of the adoption of the course above set forth, but such students were required to complete their studies for graduation under the newly adopted course. Boards of education were requested to notify this department of the adoption by them of the foregoing course of study. The cities of the State have shown great willingness to adapt their courses of study to these requirements and by the close of the present school year all will have conformed to the regulations.

EXAMINATIONS AND CERTIFICATES

**State
certificates**

About 3,000 State certificates, which entitle their holders to teach for life in the public schools of the State, were issued previous to 1875 without examination. In many cases they were worthily bestowed, but generally they are not highly valued. Since 1875 no certificates of this character have been issued except upon thorough examination. Only 3,080 applicants have entered examinations, and 623 have won certificates. They are justly regarded as the highest teachers' testimonials issued in the country. It is somewhat surprising that more of the 30,000 teachers of the State do not seek this higher certificate. There were 332 candidates in the examination of 1896. This reluctance is explained in part by the fact that low salaries paid in the public schools do not stimulate ambition to hold high-grade certificates, and do not tend to establish the profession of teaching on a solid foundation. When better salaries are paid and there is more permanency in the teachers' positions, teachers will be ambitious to secure the highest grade of certificates.

The system of uniform examinations continues to work satisfactorily, justifying its establishment in the increased efficiency in the teaching force. The results achieved during the past year under this method of examining and licensing teachers, have been more satisfactory than in any previous year since its adoption. During the year 1896, 22,057 different candidates were examined, and of this number, 8,544 succeeded in obtaining certificates qualifying them to teach in the public schools of the State. It will therefore be observed that 13,513 candidates, or over 60 per cent. of those who entered examinations, failed to obtain certificates. There were 524 first-grade certificates earned and issued, an increase of more than 40 per cent. over the number issued in the previous year, and a like increase is shown in the number of second-grade certificates issued, while there has been a notable decrease in the number of third-grade. This result is one of the most substantial arguments in favor of this system of examinations, as it shows conclusively the progressive spirit which has been infused into the teaching force of the State, and the advanced scholarship to which our teachers have attained.

Uniform ex-
aminations

The amendment to the School Law, enacted by the Legislature of last year, providing that no person shall be licensed to teach who is under the age of 18 years, has been the means of increasing the efficiency of the teachers employed in the State. This requirement will be the means of giving us a body of teachers possessing better scholarship, more mature judgment, and greater mental power.

Teaching
age

In my last annual report, attention was called to the fact that in certain parts of the State there were school districts organized by special acts, under the provisions of which the local authorities claim the right to examine and license the teachers employed therein. These districts are located throughout the State as follows: One district in Delaware county, four in Queens, one in Rockland, one in Seneca, one in Steuben, one in Tioga, two in Tompkins, two in Ulster, one in Washington and one in Westchester. The laws under which the authorities of these districts claim this right were enacted between the years 1848 and 1888, previous to the adoption of any uniform standard of qualifications for teachers in this State. In most of these districts, the local authorities have permitted the school commissioners having juris-

Exempt
districts

diction to examine and license their teachers under the uniform system of examinations, but have submitted to this course under protest. These conditions are a source of annoyance to this Department, to school commissioners, and all other parties concerned, and in some instances create friction which proves detrimental to the educational interests of these districts. There is no reason why these 15 districts should not be required to employ teachers whose qualifications are determined in the same manner as those of teachers employed in all the other districts in the State.

**Power of
licensing
should
reside in
State
Department**

The recommendation made in my last annual report relating to the examination and licensing of teachers in cities is renewed with emphasis. No valid reasons have yet been assigned to show that the power to determine the method of examining and licensing teachers in cities should not be vested in the State Department of Public Instruction.

The weakest feature of our school system is in the different standards set up in the different cities, relating to the examination, licensing and employment of teachers. In some cities, even State certificates and normal school diplomas are not accepted. This action can not be justified. A State certificate, in my judgment, is the highest grade of certificate issued in the United States.

Circumstances have arisen in some of the cities in this State during the past year, showing the necessity of the State's having authority to determine the standard of qualifications which all teachers should possess. It should not be recorded against the creditable record of this State in educational work, that there is a single city within our borders in which teachers are removed, or employed at the behest of any political organization, or for the purpose of increasing the power or political prestige of any individual.

It has long been recognized by the highest educational authorities of the State and Nation, that the power which examines candidates for teachers should never be authorized to give employment to the persons thus examined. This proposition is firmly fixed in the estimation of our best educational workers.

**Lack of
uniformity**

All rules and regulations governing the examination and licensing of teachers should emanate from a central authority and should be uniform throughout the State, suited to different grades and conditions, from the pri-

mary to the high school. If one city desires as high a standard as another it must accept like conditions. A certificate to teach, good in one city, should be good in another, subject to certain regulations, such as temporary employment for a year, as a test, etc. It seems absurd that Buffalo, Rochester, Syracuse, Utica, Albany, New York and Brooklyn should each have a separate standard by which teachers are licensed.

Of the 38 cities in this State, 24 have voluntarily adopted the uniform system of examinations, and all teachers who are now employed in these cities, must possess the qualifications prescribed by this department. There is not a city in which the system has been adopted in which it does not work to the entire satisfaction of the teachers and school authorities of such cities. In five of the remaining 14 cities the method of determining the qualifications of teachers by local authorities is satisfactory; in two others, no teachers are employed who are not graduates of normal schools of this State, or institutions of similar rank. In one city part of the territory is under the jurisdiction of a school commissioner, who examines and licenses under the uniform regulations all teachers employed, while in the remaining portion of such city the power to examine and license the teachers employed therein is under the control of the board of education. The cities of Cohoes, Dunkirk, Hudson and Lockport have voluntarily adopted the uniform system of examination during the past year, and other cities now have the subject under consideration. From opinions expressed by the local authorities of these cities, it is expected that satisfactory arrangements can be made to bring within the jurisdiction of this Department the examination and licensing of teachers in all the cities of the State.

Cities under
uniform
system

Voluntary
adoption

In the rural districts teachers are required to teach all subjects embraced in the course of study for such schools. It is therefore necessary and reasonable to require these teachers to show upon examination that they possess the requisite scholarship to teach these branches. In the graded schools of large villages and cities the conditions are different. In these schools the work of teachers is specialized. During the past year examinations have been provided for special teachers in drawing and kindergarten. Certificates have also been issued to teachers of vocal music. During the en-

**Special
certificates**

During the past year we may extend this plan and provide special examinations for primary teachers, grammar school teachers, principals, and teachers of languages. The regulations providing for these special examinations will require of each special teacher general scholarship and in addition thereto a knowledge of the special work which such teachers pursue. As so many cities are now working under the uniform system it seems necessary to adopt these modifications in order to meet more fully the conditions which exist in the cities of the State.

**Subjects
added**

During the past year the regulations have been amended by including in the subjects for certificates of the third grade American History and School Law, and by adding to the subjects for certificates of the second grade, School Law. This action was taken because it is believed that no person should teach in the schools of the State who does not possess a fair knowledge of the history of this country. It also seems a reasonable requirement, that no person be admitted to the teaching service, who does not possess a fair knowledge of the workings of the school system of the State. It is not the intention of this Department to make the examination in school law a test of technical knowledge in that subject, but to require teachers to understand the general management of the school system of the State, the powers and duties of school officers, and the legal rights and duties of teachers.

**Expiration
of
certificates**

The regulations have also been amended so that all certificates are issued on August 1st, the beginning of the school year, and making such certificates valid for complete school years. All outstanding certificates have therefore been extended by school commissioners, under direction from this Department, until the end of the school year during which such certificates will expire. After August 1, 1897, all certificates issued will expire at the end of some subsequent school year. It is anticipated that this plan will result eventually in employing teachers for complete school years, in limiting applications for temporary licenses to legitimate cases, and in avoiding many other embarrassments that resulted from certificates expiring at all times during the school year.

It is desired to decrease the labors of commissioners in connection with examination work as much as possible, so that they shall be able to devote more time to the

supervision of schools. To this end it is proposed to relieve commissioners from filing monthly reports of certificates issued. When the official report of an examination to be transmitted to a commissioner is before the record clerks, and the record cards of candidates included in such report are also before them, certificates for candidates will be filled out and transmitted to commissioners who will sign and forward them to persons entitled to receive them. By this method, certificates will not be issued to candidates who are not entitled to receive them, commissioners will be relieved from the labor of filing monthly reports, and this Department will be relieved from the work of comparing such reports with the official records.

**Reports of
certificates**

APPEALS

During the year 1896, decisions have been made in 115 appeals, of which 70 have been examined and decided since September 1, 1896. In addition many decisions have been rendered upon applications for rehearings of appeals, and orders made upon petitions for the stay of proceedings on the part of school district officers under the proceedings of school district meetings, and upon orders of school commissioners in forming, altering and dissolving school districts, removing school officers, and the withholding of public moneys. Decisions have also been made, other than in appeals, upon the submission to me of agreed statements of facts, signed by the contesting parties, in relation to the election of school district officers, or their eligibility to hold such offices.

**Number of
appeals**

As stated in my last report, the number of appeals brought to the State Superintendent increases yearly, and is likely to continue to increase so long as the present school district system is maintained. Should the township system, or a system of like character, obtain in the State, by which the schools in each town shall be conducted by town boards of school officers, such officers would be selected with greater care as to their intelligence and capacity, the provisions of the School Law for the government of the schools would be better understood and obeyed, and the contentions, largely arising from ignorance, and lack of examination of the school laws, would, in a great measure, cease, and the appeals to the State Superintendent be thereby lessened.

**Township
system
would
decrease
litigation**

COMPULSORY EDUCATION

Detailed and interesting statements of the work done in enforcing the Compulsory Education Law are given elsewhere in this report by those specially charged with this work. Evident progress has been made through a consistent but humane application of the various provisions of the law by local school authorities, sustained and encouraged by judicious State supervision. Observation and experience have, however, demonstrated that the law will not accomplish its completest and most important results so long as the present cumbersome and unnecessarily expensive district system of school administration is retained.

**Public
sentiment
in favor
of the law**

Public sentiment beyond question is in favor of the statute, and of its enforcement as well. During the last school year the number of children committed to truant schools was 670, while the number of persons in parental relation to children arrested was 443. When we consider that by enforcing this statute we enter the homes of so many of our people, and consequently touch the most vital interests of the citizen, his family relations, it is a source of much gratification that this large number of arrests should have been made without serious legal complications. While in some few cases appeals have been taken from these proceedings in lower courts, in no single case reported have the courts failed to uphold the law, and in every case public opinion has sustained the proceedings.

**Town unit
as applied to
attendance
officers**

The action of the Legislature of last year in providing for the appointment of town attendance officers was the first successful measure enacted, so far as the enforcement of the law in the rural districts is concerned. Such action may be considered an acknowledgment on the part of the Legislature that the township is a better unit of administration than the school district. The measure in question, superior as it undoubtedly is to all previous provisions, is nullified to a large extent by the divided authority and conflicting interests of so many different sets of school officers as under the district system are found in a single township.

**Free text-
books**

The natural corollary of compulsory attendance upon the schools is free text-books for those pupils whom the law was primarily intended to reach, and whose attendance is in many instances rendered almost useless and entirely detrimental to other pupils because of the lack

of suitable text-books. Some adequate provision should be made to meet such conditions.

The most urgent necessity, however, is the establishment of institutions where children wilfully truant from instruction may be brought under influences which shall tend to check their evil propensities and to inspire them with higher ideas of life. The larger cities of the State have already established such home schools, in which their own truant children have been cared for and instructed, with marked improvement in the character and conduct of such children. The smaller cities, villages and rural districts can not avail themselves of these city schools, as their accommodations are too limited, and many children are growing up in ignorance and vice, a menace to society, who might be made good citizens. I therefore recommend legislation which may result in establishing one or more State home schools for truants.

Truant
schools

Such home schools should be established and conducted along lines that should entirely eliminate any tendency to stamp those in attendance as belonging to the criminal classes. They should be, in fact, schools and temporary homes, not prisons or reformatories. They should provide, as far as possible, the training found in good homes, and the pleasures, pursuits, and interest of home life. To this end it were better that such home schools should be located in the country, where their pupils would be less exposed to excitement and temptation than in large communities, and where pure water, pure air and opportunity for healthful exercise tend to promote a vigorous physical development.

Situation

I can not too strongly emphasize the convictions of leading educators of to-day as to the necessity for keeping our truants free from all environment that makes them familiar with the criminal classes and with vice, or that has a tendency to destroy their self-respect, or to impress the community with an idea that their detention is in the nature of a punishment for viciousness or criminality. These convictions are those of our leading jurists, and the judges of our courts are more and more opposed to sentencing youthful delinquents to institutions where the chances are that their criminal tendencies will be confirmed rather than corrected.

Truants not
criminals

The Compulsory Law is doing the State a great service in securing the attendance of pupils in our schools.

**Outside
influences**

But it is not doing all that is required in perfecting education or in developing manhood. The State may demand and secure the attendance of our children in schools for certain hours of the day for a certain number of days within given years, but there is another phase of the problem: What are our children doing out of school and out of school hours? What influences surround them when they are not under the watchful care of a true teacher? These are problems which fathers and mothers must help to solve, and upon them must be placed the responsibility of supplementing the beneficent influences of the school-room, and of guiding our youth in the direction of intelligent citizenship, in which the State is most deeply interested.

SCHOOL ARCHITECTURE**New school-
houses**

It is a source of congratulation that in spite of the financial depression and straitened business conditions of the past three years there has been no decrease in the number and excellence of school buildings erected each year throughout the State. The demand for increased school facilities, due partly to the rapid growth of our population and partly to the strict enforcement of the Compulsory Attendance Law, has forced upon the attention of school authorities the necessity of providing their communities with school buildings, not only adequate in seating capacity, but equipped with the latest improvements in heating, lighting and ventilating. The public spirit and generosity with which this demand has been met betokens an earnest attention to school affairs and a strong desire to encourage and foster school interests, highly creditable to our citizens. During the school year of 1895-6 alone, 31 frame, 14 stone and 405 brick buildings were erected, and the amount expended for buildings, sites, furniture and repairs was \$5,827,000, a gain of 19 per cent. over the year 1894-5, and a gain of 40 per cent. over the year 1893-4.

**Fine build-
ings and
grounds an
object
lesson**

There is no better object lesson for a child in neatness, order, self-respect and eventually in proper civic pride than attendance at a well built and well equipped school surrounded by grounds spacious and well kept. The first impressions gained by a child are lasting, and whether he comes from a home where neatness and convenience reign, or from a home where the reverse conditions exist, he is sustained or inspired by the feeling that under the care of the State order governs.

An adequate play-ground about every school is almost as indispensable as an assembly room within. One of the most beneficent provisions of later years concerning the erection of school buildings is chapter 338 of the Laws of 1895, which compacts in three short lines, "Hereafter no schoolhouse shall be constructed in the city of New York without an open-air playground attached to or used in connection with the same," a guar- **Play grounds**anty for the health and development of the children of that city which can not be overestimated.

The rapid advance in sanitary engineering and the improved methods in heating and ventilating now in practical use render it possible for boards of education to construct buildings at a moderate cost which shall contain the highest advantages for the preservation of the health of pupils as well as for their mental growth.

It is interesting to note that all localities, especially the cities of this State, are making heroic efforts to provide ample seating capacity for pupils. As an illustration of this effort it may be said that New York city asks the Legislature for permission to issue bonds for \$10,000,000, for the erection of schoolhouses.

Attention is invited to Exhibit No. 1, of the appendix of this report, page 1050, which contains photo-engravings of 50 school buildings recently erected in this State, together with architects' plans of the best types. These **Typical schools** are inserted not only as a graphic presentation of the school resources of the State, but also as a guide and help to trustees and school boards who are considering the question of erecting new school buildings.

COMMISSIONERS' COURSE OF STUDY

The accumulation of literary and historic matter and the advance in science have forced many new subjects into the curriculum of our schools. Though we are the "heirs of all the ages," no one can avail himself of his inheritance in full; hence the necessity of choosing those lines of study which give the highest promise. Herein lies one value of a course of study, if it be properly prepared; it indicates the most fruitful topics and the most advantageous order of presentation. For this purpose, **Unification of subjects** it is of great value to the solitary student; it is still more useful to teachers who undertake to instruct and promote successive classes without confusion. Study of the development of the mind, its operations, and the educa-

tional values of the various subjects of the curriculum have resulted in establishing a scientific basis for such courses, and yet many points are so far undetermined that they are still live questions among educators. There is a degree of unity in all human knowledge which has at times been lost sight of; and how, in early teaching, to connect what are really different parts of one great subject, so that each shall appear in its true relation to the others and needless labor and repetition shall be avoided, is one of the problems of the day. Every teacher should have the light of the best thought on these and kindred topics.

New edition

In preparing a new edition of the State course for elementary schools, demanded by its more extended use, an effort has been made to improve many of its features, and I send it out hoping that it will tend to establish closer relations between the public schools so that no gap shall exist between the different classes of educational institutions. The outline is accompanied by numerous suggestions to teachers. (See "Course of Study and Teachers' Manual," page 1219.)

READING

Better reading a necessity

There is a significant and vigorous demand for closer supervision of the literature with which the pupils in our schools are brought in contact. This demand is for better books and better newspapers, not only for the schools but for the homes. It is plain that a well-rounded education should include not merely a correct knowledge of the principles of reading, but the best opportunities for forming a taste for choice reading. In discussing the question of reading in schools, it has been well said that there is little use in having classes in Chaucer and Spenser when pupils are unable to read correctly a page in American History, or even an ordinary newspaper paragraph.

How to read well; how to understand what is read; how to find pleasure in reading good papers, magazines and books, should be taught every pupil in every school in the State. Pupils should be taught what to read as well as how to read. It is impossible to overestimate the worth of good reading; its value as an educational force in the development of mind; its importance as a factor in the formation of character. The mind grows by what it feeds upon. If children are not trained to read

the best they will never acquire a taste for the best. The poor, the weak, the trashy, the vile have place in the reading in thousands of homes, because the pure, the good, the noble, the refined, never had a hearing when children were learning to read. The love of good reading will keep our boys and girls from bad books and bad society. So long as 94 per cent. of our pupils never go beyond the elementary school, it is all important that the love of good reading be encouraged and strengthened by every teacher in the State. Our 36,000 teachers ought to be one immense vigilance committee to see that bad papers and books have no readers in their schools.

What to
read

SCHOOL LIBRARIES

The primary object of modern teaching is the development of high character, with its fit accompaniments of a bright intellect and good health. This is accomplished by arousing the self-activity of the pupil and carefully directing it for a time in safe paths. The advantage of an active state of mind, as contrasted with the passive or receptive, is enjoyed by the pupil, and intellectual drill is supplemented by heart training. For developing this idea, where there is proper equipment, the library is a most efficient aid. The concise statements of the text-book are amplified and illuminated by individual contributions gleaned independently from its shelves and elsewhere, so that not only does the pupil gain a stronger hold upon the facts, but he forms most valuable habits of self-directed industry. With the ability and the inclination thus acquired, he is prepared to help himself to the best thoughts of the world in science, history and literature. Viewed from the teacher's standpoint, stories like those of Cinderella, Robinson Crusoe, Paul Revere's Ride and King Lear become things of vastly greater importance than mere pastimes, for they contain moral or social truths so expressed as to reach the heart and refine the taste without the forcing processes of the class-room.

Purpose of a
library

In this process of character-building, then, the library becomes the student's quarry; as such, it deserves the fostering care of the State and the most thoughtful consideration of those who are in immediate charge of the public schools. The safety of the State as well as the highest good of the individual demand not only that every child shall learn to read but that he shall

**Lack of
suitable
books**

acquire a discriminating taste in choosing matter to be read. One of the first difficulties encountered, particularly in elementary schools, is the lack of suitable material; for, although great sums have been expended for school library purposes, the books have been selected principally with a view to the needs of the advanced student. When it is remembered that the first eight years of school life carry the child through a formative period of greater consequence than any which follows, and that the State, through the public schools, then exercises over all the children a control which it is immediately thereafter forced by withdrawals to relinquish in the case of 95 per cent. of them, the duty of providing the most favorable conditions for intellectual and moral growth at this early stage is apparent.

**Districts
receiving
state money**

Seventeen hundred and forty-seven districts outside the cities last year received from the State for library purposes sums ranging from \$5 to \$25 each. These sums, which were more than duplicated in many cases, were expended for books which have, in a measure, satisfied the intellectual craving of many a solitary country boy and girl. The practice of placing a choice collection in every grammar school and of adopting an elementary course in reading, as has been done in some villages and cities, is spreading. I have suggested that, for the sake of economy, selections from the main local library, adapted to the several grades, be passed about in sets from time to time. The local authorities should not wait for the pupils to take the initiative in this matter, for many, unsolicited, would never do it.

It is a pleasure to note, among the hopeful signs of the times, the awakening interest of educators in this subject. The work of pioneers in this direction is more generally known and appreciated, authors of high merit more commonly use their efforts in the preparation of matter suitable for the young, and the higher institutions of learning are providing wider opportunities for gaining a thorough and appreciative knowledge of the masterpieces of literature.

From both a pedagogic and economic point of view, it is important that selections for the school library be made with great care in order that the best may be sifted out from the vast number of volumes listed by

publishers and dealers, and those which are vicious, weak, faulty in style, inferior in workmanship, or otherwise unsuitable be rejected. Recognizing the practical difficulty of this task, I have caused a classified list to be prepared and issued for the guidance or information of purchasers. (See "School Libraries and Reading," page 1261.) The list is accompanied by suggestions on reading, and the selection and care of books. It is also accompanied by a graded and classified list of material for courses in reading. "School Libraries and Reading"

Great care has been taken to inspect lists of books proposed to be purchased and to see that the library moneys were judiciously expended or otherwise accounted for. Of the 79,726 items submitted, approval was given to 75,864.

Notwithstanding the very excellent feature of requiring a duplication by the district or city before sharing in the library money apportioned from State funds, our present method of distributing the said money, which is based on law, is faulty in that it allows an idle accumulation in some sections while in others the State apportionment must be scaled down or denied altogether. This fault should be corrected by legislation. On July 31, 1896, the amount of such unapportioned money lying in the hands of county treasurers was \$7,463.05. Present law faulty

THE STATE TEACHERS' LIBRARY

The success thus far attained in the working of this library fully justifies its inception. Teachers have availed themselves freely of its privileges, displaying excellent judgment in their choice of books, and a commendable desire to obtain help in their professional work. This is amply proved by the fact that seventy-four per cent. of the books drawn have been on civil government, economics, ethics, history, kindergarten, law, pedagogy, psychology, rhetoric and science, natural and applied. Twenty-six per cent. of the books taken included art, biography, fiction, general literature, poetry, travel and miscellany. In this connection we are much gratified to note that only three and two-tenths per cent. of books loaned have been fiction. The selection of so large a proportion of standard works of a professional character reveals an intention on the part of teachers to obtain all the profit possible from the library established for their benefit. The liberal terms upon which books Nature of books drawn

Opportunity
of Commis-
sioners

are loaned to teachers, viz., the payment of return postage, will, it is believed, when fully understood, largely increase the usefulness of this library. School commissioners can greatly aid teachers by calling their attention to the advantages afforded by this excellent collection of books, and by supplying each teacher with a catalogue. This will materially add to the number of readers, and proportionately increase the value of this library, to the teachers of the State.

TEACHERS' SALARIES

Inadequate
salaries

The average length of school term in the towns of the State during the past year was 33.3 weeks, in cities 40 weeks. The average weekly salary of teachers in the towns, on that basis, was \$9.26. Counting a calendar year of 52 weeks and recognizing the fact that there are 19 weeks in which teachers earn nothing, we find the average weekly salary to be \$5.87. In cities the average weekly salary on a basis of 40 weeks was \$18.59—or \$14.30 per week for 52 weeks. It will thus be seen that in spite of continued effort on the part of teachers in the direction of professional training the salaries paid do not offer strong inducements to men and women to enter or remain in the teaching profession. No profession is more strongly guarded against inefficiency and incompetency than this, no class of workers are more zealous in preparation for their work than teachers, none make greater sacrifices to equip themselves for their duties, so often, too often, thankless and unprofitable. It is not encouraging to see that they are the poorest paid of all our public servants. There is, however, an upward tendency. In 1885, the average weekly salary of teachers in cities was \$16.86 and in towns \$7.84.

The conviction is forced upon us that the great public does not yet fully appreciate the true value of a good teacher, the dignity of the teaching profession, or the advantages which always follow the employment of those only who are thoroughly qualified for their work in broad scholarship and in the possession of the true spirit of a teacher. The average teaching experience of teachers in the towns of the State is only four years. This is barely time to give a teacher a fair test, and would be discouraging if the tendency toward better conditions was not upward, slowly, it is true, but surely.

TEACHERS' INSTITUTES

From personal observations I entertain a high estimate of the efficiency and importance of the teachers' institute as an agency for encouraging and promoting the spirit which should pervade the teaching fraternity. Each year shows a gratifying increase in the interest taken in the institutes by citizens and teachers alike. On the part of citizens interest is shown by the hospitalities and courtesies extended to the teachers. Homes have been opened for the accommodation of teachers as never before and it is not unusual for the citizens to tender public receptions to the members of the institute. The interest on the part of the teacher is shown by more willing and regular attendance and by animated discussions of the topics presented.

Public
interest

To gratify the wishes of progressive teachers, the method of conducting institutes in several instances has been somewhat changed. Instead of giving all the time to a discussion of topics before all the teachers composing the institute, the morning hours have been spent in discussing with the several grades of teachers, topics of special interest to them. Primary teachers assembled in one room discuss primary work, intermediate teachers in another room discuss methods applicable to their schools, and those doing more advanced work, including superintendents, principals and their assistants, discuss subjects of peculiar interest to them. Instructors are assigned by the conductor of the institute to each group of teachers, to preside over and direct the discussion of the special topic designated for the hour. In this way during a week much ground may be covered and the need of all teachers may be better met. The afternoon hours have been devoted to the discussion of school topics of general interest to all the teachers and usually of interest to the general public. The evenings have, as formerly, been devoted to lectures to which the public are specially invited.

Graded
institutes

The institutes are thus not only serving the purpose of assisting, encouraging and inspiring the teachers, but are becoming a powerful means of educating and interesting the public in matters which pertain to the schools and the welfare of their children. It has been my endeavor to render the teachers' institute as effective as possible by utilizing the best talent in the normal schools and local institutions to assist the regular conductors in

their work. Expressions of approval from the teachers and the general public justify me in saying that the endeavor has been successful.

**Institutes
in cities**

The institute law does not apply to cities, but in response to urgent requests from educational authorities, institutes have been held in three of the cities of the State, with most gratifying results. The teachers of Watertown, Oswego and Binghamton have given ample testimony as to the value of these institutes, and expressions of satisfaction from superintendents and boards of education have been many. The Oswego Times gave this editorial reference to the institutes held in that city:

“All who have attended the exceedingly interesting sessions of the Teachers’ Institute recently held in this city have had demonstrated beyond a doubt the great value of such gatherings. The wealth of helpful suggestions given by the instructors, drawn out of a rich and varied experience, can not fail to be a source of inspiration to our city teachers. The teacher who could sit unmoved through the various addresses, and not have an enlarged and a more exalted conception of the dignity of her calling, who could not see in every direction new avenues of thought and action opening before her, is surely not worthy to be in the responsible position she occupies. The success of the two institutes which have been held in our city has proved that they supply a long-felt need; and the prospect of a similar gathering next year will be hailed with pleasure.”

**Press
opinions**

The principal of the high school at Binghamton volunteers the following:

“The success of the recent institute held in Binghamton ought to lead to the holding of such institutes in other cities. The work was admirably adapted to the requirements of the city schools, and there has been nothing but the most favorable comment upon the work. It would be doing the cause of education an important service if these institutes could be held in every city in the State. There is about as much need of sound instruction for teachers in some of our cities as in the rural districts.”

The principal of the high school at Watertown, and the press of that city, were equally emphatic in expressions of approval.

SUMMER INSTITUTES

The Legislature of 1896 authorized the organization of three summer institutes under the supervision of this Department, which were held at Chautauqua, Thousand Island Park and Glens Falls. They were held from July 14th to August 6th, inclusive. In round numbers, 800 teachers were enrolled. Attendance was voluntary, and teachers of spirit and experience were attracted. Instruction was furnished when requested in all subjects required for a State certificate, except the classics and modern foreign languages. The work was classified under two heads, namely: Professional training and drill and review. It was found that many teachers took the latter for the purpose of preparing for examinations for State and uniform certificates. The results have been most satisfactory. The respective communities in which these summer institutes were held left nothing undone that might contribute to their success. The advantages afforded at Chautauqua were specially helpful. I am fully satisfied that these institutes can be made of great benefit to teachers who have the desire or feel the necessity of devoting part of the summer vacation to study and who wish at the same time to combine with it some form of recreation. Chautauqua and Thousand Island Park are ideal locations for this purpose. Glens Falls had maintained a summer school for a number of years and offered special inducements for that reason.

Nature of
work

Summer
institutes
a benefit

Experience has proved that the sum appropriated for the purpose is not adequate to maintain these institutes for the length of time required and with the degree of efficiency that is demanded. And yet I would not willingly see them abandoned. In the reports of the several institute conductors who were in immediate charge will be found detailed statements of the work.

TRAINING CLASSES

The problem of supplying competent teachers for the rural schools is one which is occupying the minds of educators throughout the country. I think our State can demonstrate that we are solving the problem by means of the training classes. Of the 861 students who graduated from these classes and were licensed to teach, over 90 per cent. went directly into the rural schools to teach.

**Demand for
trained
teachers**

The reports from trustees and school commissioners are unanimous in stating that these young men and young women are as a rule efficient teachers from the first day of service. The training classes will eventually be the means of supplying rural schools with teachers to such an extent that those trustees will be the exceptions who will employ inexperienced and untrained teachers.

**Law not
equitable**

I am not entirely satisfied that the law is wise in its provision for paying for the instruction of these classes on the basis of \$1 per capita for each week of instruction. Some of the most efficient work was done in classes numbering only 10 or 11 students, all of whom graduated at the end of the year and all of whom went directly into the schools to teach. The maximum amount which a school instructing 12 pupils could receive is \$480 for the year. A school instructing a class of 20, but graduating only eight, could receive \$800. The same requirement is made of both schools as to a teacher's equipment, course of instruction, etc. It would seem more equitable to fix a minimum sum for each school instructing a class with the minimum number of 10 pupils, and for all pupils above this number the payment of \$1 per capita per week might be allowed.

**Mainte-
nance a
necessity**

There can be no question of the wisdom of maintaining these classes in the most efficient manner and of extending their influence as widely as may be possible. Some excellent schools have been deterred from making application to instruct a teachers' training class simply because the requirements for admission are now so high that not more than 10 members could be secured, and this number would not warrant an expenditure of six or seven hundred dollars in maintaining a class.

Under another head is treated the new law relating to employment of teachers in cities, under chapter 1031 of the Laws of 1895.

INDIAN SCHOOLS

The Indian schools on the several reservations have for many years been supported at the expense of the State and have been under the care of the Department of Public Instruction since 1856. The Legislature has each year made appropriations for their support and maintenance. The liberality of the State has not been entirely fruitless, for the situation of many who have

taken advantage of the educational facilities offered them, has been improved. The funds of the State would be more discreetly expended could something be done to increase the attendance. The children are not compelled to attend school and many of them meet with little encouragement to do so on the part of parents, hence as it is impossible to secure the full or regular attendance of the children, their progress is slow.

There are six Indian reservations on which schools are maintained, viz.: Allegany and Cattaraugus, Onondaga, St. Regis, Shinnecock and Poospatuck, Tonawanda and Tuscarora. The population of the several reservations in 1875 was about 4,570, and in 1892 about 4,920. Ten years ago (1886) the whole number of children, registered as attending some part of the year, was 1,022, and the average daily attendance was 480, while last year (1896) the whole number registered was 914, with an average daily attendance of 436. It will thus be seen that the attendance does not increase. The schools were in session thirty-six weeks during the year, at an expense of \$11,891.16, including expenditures for repairs and improvements. There are twenty-nine school districts, employing thirty teachers. The figures given do not vary greatly from those presented in my last report and there is nothing in them calling for special comment at the present time, as the schools have been kept open through the regular terms and during regular hours, and the teachers employed and the general equipment for schools compare favorably with the average country schools.

The last Legislature made an appropriation of \$1,000 for repairs to school buildings on the Allegany and Cattaraugus reservation and also appropriated \$300 for similar repairs to buildings on the Onondaga reservation. This department is required by law to set apart and apportion for and on account of the Indian schools a sum which will be equivalent to their proportion of the State school money, upon the basis of distribution established by law, such sum to be wholly payable out of the proceeds of the State tax for the support of the common schools. The sum so set apart this year is less than last year. This amount, with the appropriation made by the last Legislature from the common school fund for the support of said schools will be insufficient for their proper support and maintenance. I would recommend that the appropriation from the common school fund be increased from \$6,000 to \$7,000.

Attendance

Appropriations

INSTRUCTION IN PHYSIOLOGY AND HYGIENE

**Compliance
with the law**

The Legislature of 1896 amended the act of 1895 providing for instruction in "the nature of alcoholic drinks and other narcotics" for four lessons per week for ten weeks in each year, by reducing the amount of instruction to three lessons per week for ten weeks "or its equivalent." By this amendment, thirty lessons given during a school year comply with the requirements of the law. The State Superintendent of Public Instruction is required by the act of 1896 to include in his annual report a statement showing every school, city or district, which has failed to comply with all the provisions of the act during the preceding school year. All reports made to this department by local officers contain affidavits showing that the law has been complied with. While difficulties have been found in complying with the strict letter of the statute, it is very evident that teachers and school officers throughout the State are cheerfully endeavoring to meet the spirit of the law. No complaint or appeal has reached the department that the law has been violated. It is gratifying to note that during the year much misunderstanding and misrepresentation have been removed, and it seems to be generally understood that the attitude of the Department has never been antagonistic to instruction which teaches the importance of temperance as a personal virtue and a social benefit.

THE INTEREST OF WOMEN IN SCHOOLS

**Interest in
schools a
duty**

Having had school suffrage for several years, the women of New York State are afforded excellent opportunities for advancing the cause of education by taking an active interest in school meetings, and helping to secure the best and most intelligent persons in the community for school officers. All women should be interested in the schools as patriotic citizens if not as taxpayers, and mothers should deem it a duty to do all in their power to obtain the best conditions possible in the schools where their children must spend five hours a day, five days in the week, for eight months in the year, during the important formative period of their lives. If it be true that men are sometimes willing to sacrifice the schools for political ends, it is not believed that women — the mothers of the race — will ever so far forget their duty to the most precious product of our land, the children.

No matter how good a school may be, it can always be made better. If women would visit the schools and attend the school meetings to aid in electing the best men and women as school officials, it would doubtless improve the character of the meetings and increase the interest in educational work. There should be mutual confidence and sympathy between parents and teachers. We can not expect children to grow up with respect for the institutions of their country when they see the general indifference of parents to an institution which has such far-reaching effects as our school system. The mother's care may well follow our children from the home to the schoolroom, where her intelligent interest and sympathy can do much to inspire the teacher with fresh zeal and encouragement. Many good teachers have degenerated from the lack of this stimulant.

Stimulus to
teachers

In a republic the State has no more important duty than the education of its citizen-sovereigns, and if women are indeed the "God-ordained instructors of youth" they should have a large share in the management of our schools. If women will use their ballots to make better schools, they will increase their own self-respect and win that of others. By securing the best education for the boys and girls of to-day, they will secure better citizens for the future, and help to hasten the day when the State shall have added to the wisdom of its sons, that of its daughters.

I am glad to add my personal testimony to the excellent work that women are now doing as State superintendents, teachers, school commissioners, members of boards of education and in many other lines of educational work. To good executive ability, they add an earnestness of purpose, and conscientious devotion to duty which may well be emulated by their brothers. It is my sincere desire to encourage the advancement of women to all positions to which their inclination and ability may direct.

Women
as school
officers

ARBOR DAY

Arbor Day continues to be observed in almost all the districts of the State. Last year in 9,823 districts, 16,569 trees were planted. The day has passed from the sentimental stage of its observance to the practical. It is acknowledged to be useful and will hold its own with schools and with people because of its real value.

Too little thought is given to this subject by the majority of our people. The influence of their surroundings is felt more by children than by adults. Impressions made upon their tender susceptibilities are deeper and far more enduring than impressions on men and women. The element of beauty appeals to the child nature most powerfully. A picture or flower or plant or tree awakens interest and calls forth expressions of delight. Let us minister to this from the very beginning of the child's school days, and make this innate love of beauty contribute to the child's education and happiness and thus leave its powerful impress on character and life.

**Influence of
Arbor Day**

**Naming of
trees**

Not only may the love of the beautiful be cultivated in children, but their patriotic feelings may also be developed. If in the planting of the trees the children are permitted to take part, and call them after the names of well-known statesmen, poets, authors or generals, they will come to have an interest not only in the trees planted, but in the history of the persons for whom the trees are named. If they should name trees after favorite authors, they might also learn to care for and study the works of those authors.

The suggestion of the State Superintendent of Public Instruction of Iowa, is well worth attention: "To teach children the kind of trees which flourish best in that section, which of them are best for timber, which for shade, and which for fuel, specimens of each will then be found on the school ground, and referred to for purposes of illustration. In the same conversation we must teach how to plant and care for them, and cultivate in each child an honest respect for a thriving, growing tree."

**An increas-
ing interest**

It is believed that there is an increasing interest in Arbor Day, because it has proved useful in making school grounds pleasant and attractive. Because there is no lowering of the tax rate, because no immediate pecuniary advantage accrues to pupils or parents, many districts continue as in years past to neglect the school building and grounds, never caring whether they are pleasant or unpleasant, attractive or disagreeable. Often in the same districts may be found barns and outbuildings far more neat and orderly in appearance than the school building or grounds, men caring more for a suitable place to keep their horses and cattle than

for inviting and seemly premises where their children spend so many of their waking hours.

It is too much to be expected that every man in each district will help at once in the planting of trees and in beautifying the school house and grounds, but if persistently observed year after year by those interested, Arbor Day will come at last to be distinctively the children's school festival. It will also teach parents the value of trees and shrubs, of flowers and lawns, and the entire district will soon become more attractive. **Persistence necessary**

Let the day be observed by all the people as a day dedicated to the beautifying of school grounds. This beauty will enter into the school houses and into the lives of our children.

PATRIOTIC EDUCATION

In obedience to the requirements of chapter 222 of the Laws of 1895, providing for the purchase and display of a United States flag on or near school buildings during school hours, nearly every schoolhouse in the State now displays the United States flag. This symbol of sovereignty—the emblem of the love of country—is exerting its silent influence upon the susceptible minds of nearly 2,000,000 of our school children daily, and its effect as a symbol of patriotism and consequent incentive to good citizenship can not be measured. The youth whose eye has been accustomed to this emblem can never fail to recognize in it the image of the whole nation. It belongs upon the school building, and is more fruitful of patriotic influences there than when displayed in any other place. Very few districts in the State have objected to the expense incurred in complying with the requirements of this statute. Grand Army posts throughout the State have rendered valuable assistance in compelling a compliance with its provisions, and wherever complaints from this organization have been presented, the department has immediately taken steps to compel compliance therewith. A simple letter from the department has always been sufficient to remove objections. I am authorized by the provisions of the Consolidated School Law to withhold from any district the public funds to which it would otherwise be entitled, whenever it wilfully refuses to comply with the statute in this respect. To the credit of school district officers, however, it may be said that such course has not thus far been necessary. **Cheerful compliance with the law**

THE HOME AND THE SCHOOL

**Close rela-
tions a
necessity**

**Teachers
and parents**

Those who believe that our educational system can be strengthened by arousing deeper public interest in popular education can find abundant cause for encouragement in the indications which are everywhere apparent, of efforts to establish closer relations between our homes and our schools; a desire to interest parents in the work of their children, and to secure co-operation among parents and teachers. When the fathers and mothers of the State love their schools because their children attend them, we can safely hope for better conditions and better results. The closer the relation between home and school, the more satisfactory will be the work of teachers, parents and pupils. The people do not fully understand that their duty is not done when they pay the school taxes and send their children to school. Their interest must follow the children and there must be "school out of school." The good influence of the teacher will extend beyond the schoolroom, and should be supplemented by good influences at the fireside and around the family table. The work of the best teacher will count for little if not sustained and encouraged by healthy and helpful home influences. Parents should know the teachers, and teachers should know the parents—should know something of the homes from which the children come—should be told of the likes and dislikes, the habits and peculiarities of the children whom they teach. This is a most important phase of child study. All efforts, therefore, which bring parents and teachers into closer relationship should be encouraged. In many communities these efforts have met with hearty co-operation and have proved very successful. The various "mothers' meetings" held about the State are evidences of interest, and the National Congress of Mothers recently held at Washington was so satisfactory that branch organizations have already been organized in this and many other States. At our teachers' institutes arrangements are frequently made for meetings of parents, which have been successful beyond expectation in arousing public interest in schools.

The Superintendent of Schools in Utica, in October last, issued many invitations to parents to visit the schools of that city on a certain day and see them in regular working operation without an attempt to pro-

vide special exercises of any nature. More than one ^{visiting} thousand parents accepted these invitations, many of ^{days} whom, no doubt, saw their children at work in the schools for the first time. The result is that these parents are tempted to continue the visits and a deeper interest is the certain effect.

In November a series of parents' meetings were held in the public schools of Brooklyn under the auspices of the Brooklyn Teachers' Association. Addresses were made by members of the Board of Education, clergymen, teachers and ladies interested in the movement. The attendance was large — 2,276 parents being present at the meetings — and it is believed great good will result from them.

CHILD STUDY

Interest in child study increases steadily and it still forms an interesting subject for discussion at all educational gatherings. It can not be claimed that a perfect system has yet been developed, or that the place of child study in a State educational system is definitely fixed, but the attention which the subject is receiving is evidence that popular interest is aroused. This interest, properly directed, must lead to excellent results. There may be danger in carrying investigation too far along some lines, but child study on the part of teachers seems proper and necessary. How far the child should be made an agent in investigations is a question which should be determined by the judgment of the teacher. An interesting exhibit is given in this report which will no doubt attract the attention of those specially interested, and will give some of the methods and results noticeable in the work being done in this State.

Rational
investiga-
tion needed

Child study associations for promoting the interests and objects of this particular work have been organized in other States, and the council of superintendents of this State at its meeting in Utica in October last, adopted a resolution expressing the opinion of the council that the time was opportune for the organization upon a broad and reliable basis of a society or center for child study in New York, and requesting the State Superintendent of Public Instruction to appoint a committee to proceed with the organization of such an association. Complying with this request, a committee has been appointed representing the different educational interests

Child study
societies

of the State; and it is probable that definite action will be promptly taken to carry out the design of the resolution.

HORACE MANN

**Influence in
New York**

In accordance with the suggestion of this department, the one hundredth anniversary of the birth of Horace Mann, May 4, 1896, was fittingly celebrated by schools and by friends of education throughout the State. His splendid character, his magnificent work, his conspicuous success merited and received highest eulogium from all. Not content to revolutionize the public school system of Massachusetts, he freely gave time and strength for educational work in other New England States and in New York, where his zeal, his commanding ability, his eloquence, were nobly used for the highest interests of the common schools. Eighteen thousand copies of his masterly Fifth Annual Report on "The Effect of Education upon the Fortunes of Men" were printed in Albany and distributed throughout the State. His constant correspondence for many years with prominent officials did much to arouse interest in the work of education and to successfully carry out plans for improving the schools. His presence at our State associations was a power in itself. His addresses, his inspiring counsels, his philanthropic spirit, his unselfish devotion to the welfare of the people left an impress which passing years only deepen and extend. His example is an inspiration to educators in New York and throughout the United States. His life proves that high aims, noble purposes, commanding abilities, unflagging zeal, untiring perseverance, unbroken courage, and unquestioned honesty are all needful in the cause of education and all contribute to its final triumph.

EDUCATIONAL EXHIBITS

**Incentives
to good work**

In many of the counties of the State, educational exhibits have been arranged at county fairs, under the inspiration and direction of school commissioners and others interested in educational movements who have given encouragement and co-operation. These exhibits have awakened deep interest among the people, and have attracted the attention of many thousands of parents who are able to see in no other way the actual results of school life in the work of their own children, and illustrating the ordinary courses of study pursued. In many instances county agricultural societies offer liberal pre-

minums, with the result that there is increased interest among school officers and teachers and pupils. In the counties of Washington and Wyoming especial effort has been made to make these exhibits prominent features at the fairs. It may be instructive to quote here some provisions of the prize list for the department of school work of the Cambridge (Washington county) fair to be held this year. There are three classes: I. Exhibit by individual schools. II. Exhibit of pupils 14 years old or older. III. Pupils between 9 and 14 years.

In the first class are included working or plan and elevation drawings, original decorative designs, specimens of historic ornament pictorial drawings, and best collection of insects injurious to vegetation. In the second class are botanical drawings, relief maps in sand, putty and papier-machè, product and historical maps, etc., and the third class includes type forms and historic ornament. This subject may well receive attention in every county of the State, and those interested in education can do a great public service by giving it approval and substantial encouragement.

Nature of:
work

NATIONAL EDUCATIONAL ASSOCIATION

Our State had the pleasure of entertaining the National Educational Association of the United States at its 35th annual meeting, which was held at Buffalo in July. It was in many respects the most successful and satisfactory of the many meetings of this great association of educators. There was a registered attendance of 9,600, and New York State contributed 2,148 of this number. The interest of our State educators was thoroughly demonstrated in the fact that there was a greater attendance at this meeting than at all our State educational associations combined. The Buffalo meeting was an inspiration in its effect upon educational sentiment in our State. The addresses were of a high order of excellence, the discussions in excellent spirit, and the department meetings full of interest to progressive educators. The published proceedings of these annual meetings comprise one of the most valuable publications of the year, and it is eagerly sought by those who aim to keep abreast of educational thought. It is money well spent when boards of education send their superintendent to these national meetings. It would be still better if the salaries of all progressive teachers could be fixed at a figure which would permit them to attend. The

The Buffalo
meeting

**Beneficial
influence**

broader outlook obtained would make them more valuable teachers and the good effect upon our educational system would be sensibly felt in all directions. Nothing more certainly tends to retrogression and decay than to be obliged to spend months and years in a class room with no opportunity to mingle with others following the same vocation. Helpfulness, sympathy and encouragement can thus be made mutual, and the influences felt will revert to the schools, where that influence is certainly most needed.

COMPARATIVE STATISTICS

Special tables showing comparisons for the last ten years are annexed hereto, and made part of this report. Such tables are referred to as tables A, B, C, etc.

Financial

The total expenditure for public schools for the year ending July 31, 1896, was \$23,173,180.49, as against \$20,950,614.12 for the preceding year, an increase of \$2,223,216.37 (Table A). Of this increase \$710,293.30 was in teachers' salaries (Table B), \$968,200.72 in buildings, sites, furniture, repairs, etc. (Table C), and \$3,435.14 for libraries (Table D). Of the remaining \$541,181.74, \$133,597.84 was expended for school apparatus and the balance for fuel, supplies and incidentals.

Libraries

Table D shows that under the wise legislation relating to libraries, the towns are again giving much attention to these important aids in educational work. The increase of expenditure in the towns for library purposes for 1896 over the preceding year was \$5,941.71, and the increase in the number of volumes in their libraries was 40,749.

Teachers

The whole number of teachers employed at the same time for 160 days or more, during the year ending July 31, 1896, was 27,944, an increase of 1,255 over the preceding year. Of the whole number 11,962 were employed in the cities, and 15,982 in the towns (Table F). Of the whole number of teachers in the cities, about eight per cent. were males, and in the towns about twenty-one per cent.

Salaries

The average weekly salary paid teachers in the cities for 1896 was \$18.59, a decrease of \$1.02; while in the towns it was \$9.26, an increase of \$0.30 (Table G). The average annual salary in the cities was \$725.19, a decrease of \$8.16; while in the towns it was \$309.38, a decrease of \$1.35 (Table H).

The total number of children of school age reported for 1896 was 1,651,858, as against 1,946,245 for 1895, a decrease of 294,387 (Table I). The decrease is caused by the change in the school age from 5-21 years to 5-18. The total for 1896 represents on the old basis of 5-21 years an enumeration approximating 2,000,000.

Children of
school age

The total number of pupils registered as attending school some portion of the school year was, in the cities, 653,698, an increase over 1895 of 37,085; and in the towns, 522,376, a decrease of 19,354 (Table J). In addition to the 1,176,074 pupils in attendance upon the public schools for 1896, the reports show that 165,860 children attended private schools, making a grand total school attendance of 1,341,934 for the State.

Enrollment

The average daily attendance of pupils for 1896 was, in the cities, 454,190, an increase of 25,076 over 1895, and in the towns 317,864, a decrease of 10,716 (Table K).

Average
attendance

The beneficial results of the compulsory attendance law are demonstrated by the per cent. of average daily attendance based upon total enrollment; which for 1896 surpassed all previous records, viz.: For cities, 69.6 per cent.; for towns, 60.6 per cent.; and for the State, 65.4 per cent. For 1895 the record shows 69.3 per cent. for cities, 58.4 per cent. for towns, and 62.8 per cent. for the State. It is evident from these figures that the better organization of city school systems produced results under the compulsory law one year earlier than similar results were obtained in the rural districts.

Compulsory
education

The average time during which schools were in session for 1896 was in cities 195 days, an increase of eight days over 1895; in towns, 169 days, a decrease of four days; and for the State, 175 days, a decrease of one day.

Length
of term

The number of school districts in the towns reported for 1896 is 11,047, as against 11,089 for 1895, a decrease of 42 (Table M). It is interesting to note that the number of districts has decreased 205 in the last ten years, and of this number 114 have been annulled in the last three years.

School dis-
tricts

Any extended comparison between statistics for cities and for towns must be materially modified by the fact that nearly every year large and growing villages are given city charters, and the showing for the town suffers in consequence. The following comparisons for the year ending July 31, 1896, are, however, instructive:

**Compara-
tive city
and town
records**

Of the children of school age, 64.53 per cent. were in the cities, and 35.47 per cent. in the towns.

Of the total enrollment, 55.58 per cent. was in the cities, and 44.42 per cent. in the towns.

Of the average daily attendance, 58.83 per cent. was in the cities, and 41.17 per cent. in the towns.

Of the sum paid for teachers' salaries, 63.7 per cent. was expended in the cities, and 36.3 per cent. in the towns.

Of the sum paid for buildings, sites, furniture, repairs, etc., 75.68 per cent. was expended in the cities, and 24.32 per cent. in the towns.

The average annual expenditure per pupil of average attendance, for teachers' salaries, was \$19.10 in the cities and \$15.55 in the towns.

The average annual expenditure per pupil of average attendance for all ordinary school purposes, such as teachers' salaries, fuel, janitor service, incidentals, etc., was \$23.13 in the cities, and \$19.27 in the towns.

The total annual expenditure per pupil of average attendance was \$34.22 in the cities, and \$24.01 in the towns.

TABLE A
Cost of maintaining schools

YEAR	Cities	Increase or decrease	Towns	Increase or decrease	State	Increase or decrease
1885	\$7,981,155 84	.....	\$5,485,212 13	.....	\$13,466,367 97	.....
1886	7,878,597 30	— \$102,558 54	5,406,389 34	— \$78,822 79	13,284,986 64	— \$181,381 33
1887	8,340,117 77	+ 461,520 47	5,420,551 80	+ 14,162 46	13,760,669 57	+ 475,682 93
1888	9,209,464 14	+ 869,346 37	5,771,877 33	+ 350,825 58	14,980,841 47	+ 1,220,171 90
1889	9,798,044 79	+ 588,580 65	6,078,800 12	+ 307,422 79	15,876,844 91	+ 898,008 44
1890	11,317,463 73	+ 1,519,418 94	6,075,007 88	— 3,792 24	17,392,471 61	+ 1,515,626 70
1891	10,849,593 79	— 467,869 94	6,325,241 50	+ 250,233 62	17,174,835 29	— 217,636 32
1892	11,408,491 28	+ 558,897 49	6,795,496 76	+ 470,255 26	18,203,988 04	+ 1,029,152 75
1893	11,720,598 32	+ 312,107 04	7,200,647 35	+ 405,150 59	18,921,245 67	+ 717,257 63
1894	12,101,745 52	+ 381,147 20	7,206,825 57	+ 6,178 22	19,308,571 09	+ 387,325 42
1895	13,494,607 45	+ 1,392,861 93	7,456,006 67	+ 249,181 10	20,950,614 12	+ 1,642,043 03
1896	15,542,071 50	+ 2,047,464 05	7,631,759 40	+ 175,752 73	23,173,830 90	+ 2,223,216 78

TABLE B
The amount expended for teachers' wages

YEAR	Cities	Increase or decrease	Towns	Increase or decrease	State	Increase or decrease
1885.....	\$4,923,821	.....	\$3,639,128	.....	\$8,762,950	.....
1886.....	5,236,730	+ \$312,009	3,865,537	+ \$26,409	9,102,268	+ \$339,318
1887.....	5,415,202	+ 178,472	3,891,222	+ 25,685	9,306,425	+ 204,157
1888.....	5,683,855	+ 268,653	3,992,236	+ 101,014	9,676,091	+ 369,666
1889.....	5,727,541	+ 43,686	4,007,062	+ 14,826	9,804,604	+ 128,513
1890.....	6,129,229	- 401,688	4,202,942	+ 285,880	10,422,171	+ 617,567
1891.....	6,564,365	+ 435,136	4,448,620	+ 155,678	11,012,986	+ 590,815
1892.....	7,048,412	+ 484,047	4,572,653	+ 124,033	11,621,066	+ 608,080
1893.....	7,146,693	+ 98,281	4,736,401	+ 163,748	11,883,094	+ 262,028
1894.....	7,264,613	+ 117,920	4,788,404	+ 52,003	12,053,017	+ 169,923
1895.....	8,010,135	+ 745,522	4,898,609	+ 110,295	12,908,834	+ 855,817
1896.....	8,674,683	+ 664,548	4,944,544	+ 45,845	13,619,227	+ 710,393

TABLE C
Amount expended for school-houses, sites, furniture and repairs

YEAR	Cities	Increase or decrease	Towns	Increase or decrease	Total for State	Increase or decrease
1885	\$1,838,102	.....	\$986,291	.....	\$2,824,393	.....
1886	1,405,773	— \$432,329	870,681	— \$115,610	2,276,454	— \$547,939
1887	1,587,249	+ 181,476	806,754	+ 63,927	2,394,004	+ 117,549
1888	1,855,433	+ 268,184	1,011,087	+ 204,333	2,866,521	+ 472,517
1889	2,538,025	+ 682,592	1,206,534	+ 195,447	3,744,559	+ 878,038
1890	3,634,917	+ 1,096,892	958,347	— 248,187	4,593,264	+ 848,705
1891	2,707,165	— 927,752	998,798	+ 40,451	3,705,964	— 887,300
1892	2,669,918	— 37,247	1,255,272	+ 256,474	3,925,191	+ 219,227
1893	2,688,966	+ 19,048	1,872,126	+ 116,854	4,061,092	+ 135,901
1894	2,916,950	+ 227,984	1,222,345	— 149,781	4,139,295	+ 78,203
1895	3,493,724	+ 576,774	1,365,410	+ 143,065	4,859,135	+ 719,840
1896	4,410,055	+ 916,331	1,417,280	+ 51,870	5,827,336	+ 968,201

TABLE D
Amount expended for libraries

YEAR	Cities	Increase or decrease	Towns	Increase or decrease	State	Increase or decrease
1885	\$20,048	.....	\$21,321	.....	\$41,369	.....
1886	20,746	+ \$698	19,762	-\$1,559	40,508	- \$861
1887	17,623	- 3,123	22,098	+ 2,336	39,721	- 787
1888	20,121	+ 2,498	24,733	+ 2,635	44,854	+ 5,133
1889	26,160	+ 6,039	23,582	- 1,151	49,742	+ 4,888
1890	22,426	- 3,734	27,463	+ 3,881	49,899	+ 147
1891	24,620	+ 2,194	27,538	+ 75	52,158	+ 2,269
1892	31,037	+ 6,417	30,782	+ 3,244	61,819	+ 9,661
1893	45,882	+ 14,845	48,468	+ 17,686	94,350	+ 32,531
1894	59,626	+ 13,744	58,554	+ 10,086	118,180	+ 23,830
1895	74,091	+ 14,465	58,848	+ 294	132,939	+ 14,759
1896	71,585	- 2,506	64,784	+ 5,936	136,869	+ 3,430

TABLE E
Whole number of teachers employed at any time

YEAR	Men	Increase or decrease	Women	Increase or decrease	Cities	Increase or decrease	Towns	Increase or decrease	Total	Increase or decrease
1875	6,021	.....	25,378	.....	8,230	.....	23,169	.....	31,399	.....
1886	5,952	- 69	25,571	- 69	8,525	+ 295	22,800	- 369	31,325	- 74
1887	5,821	- 131	25,497	- 131	8,832	+ 807	22,486	- 314	31,318	- 7
1888	5,651	- 170	26,075	- 170	9,108	+ 276	22,618	+ 132	31,726	+ 408
1889	5,549	- 102	26,438	- 102	9,458	+ 350	22,529	- 89	31,987	+ 261
1890	5,358	- 191	26,345	- 191	9,980	+ 522	21,723	- 806	31,703	- 284
1891	5,359	+ 1	26,623	+ 1	10,482	+ 502	21,500	- 223	31,982	+ 279
1892	5,292	- 67	26,869	- 67	10,902	+ 420	21,259	- 241	32,161	+ 179
1893	5,088	- 224	27,408	- 224	11,162	+ 260	21,314	+ 55	32,476	+ 315
1894	5,096	+ 28	27,833	+ 28	11,751	+ 589	21,178	- 136	32,929	+ 453
1895	5,476	+ 380	30,148	+ 380	12,530	+ 779	23,094	+ 1,916	35,624	+ 2,695
1896	5,421	- 55	28,399	- 55	13,489	+ 959	20,331	- 2,763	33,820	- 1,804

TABLE F
Number of teachers employed at the same time for the legal term of school in each year

YEAR	Cities	Increase or decrease	Towns	Increase or decrease	Total	Increase or decrease
1885	7,211	.....	14,613	.....	21,824	.....
1886	7,467	+ 256	14,773	+ 160	22,240	+ 416
1887	7,881	+ 414	14,827	+ 54	22,708	+ 468
1888	8,068	+ 187	14,966	+ 139	23,034	+ 326
1889	8,317	+ 249	15,096	+ 130	23,413	+ 379
1890	8,761	+ 444	15,074	- 22	23,835	+ 422
1891	9,126	+ 365	15,231	+ 157	24,357	+ 522
1892	9,515	+ 389	15,369	+ 138	24,884	+ 527
1893	9,812	+ 297	15,602	+ 233	25,414	+ 530
1894	10,264	+ 452	15,632	+ 30	25,896	+ 482
1895	10,924	+ 660	15,765	+ 133	26,689	+ 793
1896	11,962	+ 1,038	15,982	+ 217	27,944	+ 1,255

TABLE G
Average weekly salaries of teachers

YEAR	Cities	Increase or decrease	Towns	Increase or decrease	State	Increase or decrease
1885	\$16 86	.....	\$7 84	.....	\$11 21	.....
1886	17 66	+ \$0 80	7 78	— \$0 06	11 46	+ \$0 25
1887	17 39	— 27	7 76	— 02	11 44	— 02
1888	17 70	+ 31	7 89	+ 13	11 68	+ 24
1889	17 47	— 23	8 08	+ 19	11 79	+ 11
1890	17 40	— 07	8 00	— 08	11 70	— 09
1891	17 89	+ 49	8 27	+ 27	12 18	+ 48
1892	18 75	+ 86	8 38	+ 11	12 62	+ 44
1893	18 67	— 08	8 60	+ 22	12 74	+ 12
1894	18 06	— 61	8 75	+ 15	12 72	— 02
1895	19 61	+ 1 56	8 96	+ 21	13 74	+ 1 02
1896	18 59	— 1 02	9 26	+ 30	13 86	+ 12

TABLE H
Average annual salary of teachers

YEAR	Cities	Towns	State	Increase or decrease
1895	9483 25	6302 72	9401 52	.....
1896	701 31	261 66	409 27	+ 27 75
1897	687 12	232 44	409 23	+ 9 92
1898	702 92	266 76	419 75	+ 9 96
1899	688 45	278 97	418 79	.....
1900	684 30	285 49	436 71	+ 17 92
1901	719 30	292 10	452 16	+ 15 45
1902	740 78	297 53	467 00	+ 14 84
1903	728 36	303 57	467 58	+ 6 58
1904	707 77	306 31	465 44	+ 2 14
1905	733 35	310 73	483 68	+ 18 24
1906	726 19	309 55	487 37	+ 3 69

TABLE I
Number of children of school age

YEAR	Cities	Towns	Total	Increase or decrease
1895	913,269	867,857	1,721,126	.....
1896	933,668	891,385	1,725,078	+ 3,952
1897	998,144	794,971	1,793,115	+ 68,037
1898	987,155	775,863	1,763,018	- 30,100
1899	1,029,411	774,256	1,803,667	+ 40,649
1900	1,095,088	756,508	1,851,596	+ 47,929
1901	1,074,830	747,148	1,821,978	- 29,618
1902	1,112,296	733,223	1,845,519	+ 23,541
1903	1,106,794	725,594	1,832,388	- 13,131
1904	1,206,885	723,440	1,930,325	+ 97,937
1905	1,251,328	684,917	1,936,245	+ 5,920
1906	1,066,070	585,788	1,651,858	- 284,387

* School age changed from 5-21 to 5-18.

TABLE J
Number of children who have attended school at any time during the year

YEAR	Cities	Increase or decrease	Towns	Increase or decrease	Total	Increase or decrease
1885	449,879	.....	574,966	.....	1,024,845	.....
1886	457,816	+ 7,937	569,951	- 5,015	1,027,767	+ 2,923
1887	479,923	+ 22,107	557,889	- 12,062	1,037,812	+ 10,045
1888	481,909	+ 1,986	551,360	- 6,529	1,033,269	- 4,543
1889	488,203	+ 6,294	545,610	- 5,750	1,033,813	+ 544
1890	501,449	+ 13,246	540,711	- 4,899	1,042,160	+ 8,347
1891	513,066	+ 11,617	540,978	+ 267	1,054,044	+ 11,884
1892	538,660	+ 25,594	534,433	- 6,545	1,073,093	+ 19,049
1893	550,634	+ 11,974	532,594	- 1,839	1,083,228	+ 10,135
1894	589,363	+ 38,729	535,635	+ 3,041	1,124,998	+ 41,770
1895	616,613	+ 27,250	541,730	+ 6,095	1,158,599	+ 33,591
1896	653,698	+ 37,085	522,376	- 19,354	1,176,074	+ 17,485

TABLE K
Average daily attendance

YEAR	Cities	Increase or decrease	Towns	Increase or decrease	Total	Increase or decrease
1885	\$296,152	.....	\$314,867	.....	\$611,019	.....
1886	304,667	+ \$8,515	321,146	+ \$6,279	625,813	+ \$14,794
1887	312,446	+ 7,779	313,164	- 7,982	625,610	- 203
1888	318,763	+ 6,317	311,832	- 1,332	630,595	+ 4,985
1889	324,337	+ 5,574	313,150	+ 1,318	637,487	+ 6,892
1890	336,018	+ 11,681	306,966	- 6,184	642,984	+ 5,497
1891	344,609	+ 8,591	305,408	- 1,558	650,017	+ 7,033
1892	361,767	+ 17,158	303,807	- 1,601	665,574	+ 15,557
1893	371,551	+ 9,784	316,546	+ 12,739	688,097	+ 22,523
1894	407,955	+ 36,404	312,108	- 3,438	721,063	+ 32,966
1895	429,114	+ 21,159	328,580	+ 15,472	757,694	+ 36,631
1896	454,190	+ 25,076	317,864	- 10,716	772,054	+ 14,360

TABLE L

School terms

TABLE M

Number of school districts

YEAR	Average length of school term in the state by weeks	YEAR	Districts	Increase or decrease
1885	33.5	1885... ..	11,254	.....
1886	33.6	1886.....	11,262	+ 8
1887	33.8	1887.....	11,253	- 9
1888	33.3	1888.....	11,245	- 8
1889	33.4	1889.....	11,238	- 7
1890	35.7	1890.....	11,216	-22
1891	35.3	1891.....	11,196	-20
1892	35.5	1892.....	11,180	-16
1893	35.3	1893.....	11,161	-19
1894	35.0	1894.....	11,121	-40
1895	35.1	1895.....	11,089	-32
1896	35.0	1896.....	11,047	-42

TABLE N

Average value of school-houses and sites in the towns

YEAR	Value	Increase or decrease
1885	\$1,038 68	.....
1886	1,052 80	+ \$14 12
1887	1,061 67	+ 8 87
1888	1,084 83	+ 23 16
1889	1,145 58	+ 60 75
1890	1,191 03	+ 45 45
1891	1,700 92	+508 89
1892	1,296 54	-404 38
1893	1,384 59	+ 88 05
1894	1,402 81	+ 18 22
1895	1,266 89	-185 92
1896	1,458 00	+191 11

TABLE O

General expenditures for all public educational interests directly connected with this Department, including expenses of Normal schools, Indian schools, Teachers' Training classes, Teachers' Institutes, commissioners' salaries, examination expenses, Defective schools, compulsory education, pictorial instruction and other matters incidental.

YEAR	Amount	Increase or decrease
1885	\$13,865,530	.....
1886	13,986,834	+ \$121,304
1887	14,461,774	+ 474,940
1888	15,696,012	+ 1,234,238
1889	16,691,178	+ 995,166
1890	18,214,687	+ 1,523,509
1891	17,968,929	— 245,758
1892	18,996,014	+ 1,027,085
1893	19,763,362	+ 767,348
1894	20,218,742	+ 455,380
1895	21,984,345	+ 1,765,603
1896	24,165,724	+ 2,181,379

TABLE P

Normal schools

YEAR	Average attendance	Increase or decrease	Number of graduates	Increase or decrease	Total expenditures	Increase or decrease
1885	3,772	.....	327	.....	171,419	.....
1886	4,112	+ 340	364	+ 34	192,868	+ \$21,449
1887	4,490	+ 378	388	+ 24	278,654	+ 85,786
1888	4,622	+ 132	426	+ 38	243,131	— 35,523
1889	4,835	+ 213	537	+ 111	272,581	+ 29,451
1890	5,271	+ 436	569	+ 32	332,313	+ 59,732
1891	5,706	+ 435	672	+ 103	316,126	— 16,187
1892	6,118	+ 412	982	+ 310	323,492	+ 7,366
1893	5,866	— 252	503	— 479	355,535	+ 32,043
1894	5,875	+ 9	594	+ 91	352,190	— 3,345
1895	6,990	+ 1,115	715	+ 121	458,608	+ 106,418
1896	7,521	+ 531	860	+ 145	481,825	+ 23,217

TABLE Q — ARBOR DAY

Table showing number of school districts in the State reporting and number of trees planted

YEAR	Number of districts reporting	Number of trees planted
1889	5,681	24,166
1890	8,106	27,097
1891	8,956	25,786
1892	8,809	20,622
1893	8,783	15,973
1894	9,057	16,524
1895	8,450	15,073
1896	9,823	16,569
		161,810

TABLE
Comparative

	STATISTICS FOR THE YEAR ENDING JULY 31, 1895			STATISTICS
	Commissioner districts	Cities	State	Commissioner districts
Number of school districts	11,047	733	11,800	11,089
Number of school houses.....	11,348	739	13,027	11,308
Value of school houses and sites.....	\$16,432,053	\$43,901,074	\$60,853,126	\$16,056,543
Number of children of school age (5-15 yrs)*	536,768	1,044,910	1,651,858	694,817
Number of children attending school some portion of the year	523,376	633,698	1,176,074	541,780
Average daily attendance.....	317,864	454,180	772,054	328,580
Aggregate days attendance	56,665,619	89,836,846	146,492,445	57,812,941
Average length of school term	169	195	175	173
Average number of days each pupil attended	109	138	125	107
Number of private schools.....	384	679	1,063	329
Number of children attending private schools.....	14,726	152,475	167,301	14,687
Number of licensed teachers employed 180 days or more.....	15,963	11,962	27,944	15,766
Number of teachers employed during some portion of the year .				
Men	4,309	1,112	5,421	4,34
Women	16,022	12,577	23,523	19,745
Total	20,331	13,689	28,944	23,094
Number of teachers licensed by :				
State Superintendent	336	589	1,115	588
Normal schools	2,799	1,129	3,927	2,604
Local officers	16,810	11,726	26,898	17,800
Average annual salary of teachers.....	\$209 38	\$225 19	\$437 37	\$210 73
Volumes in school libraries	613,004	366,992	998,896	581,355
Expended for teachers' salaries.....	\$4,944,544 62	\$8,674,683 16	\$13,619,237 98	\$4,699,609 83
Expended for buildings, sites, furniture, repairs, etc.....	1,417,280 44	4,410,055 81	5,327,336 25	1,365,410 96
Expended for school libraries.....	64,754 74	71,585 56	136,370 30	58,848 08
Total expenditures	7,631,759 40	15,542,071 09	23,173,830 49	7,458,966 67

* In 1895 the school age was 5-21 years.

R
school statistics

FOR THE YEAR ENDING JULY 31, 1895		COMMISSIONER DISTRICTS		CITIES		Total increase or decrease
Cities	State	Increase	Decrease	Increase	Decrease	
682	11,771	.....	42	71	.....	Inc., 29
683	11,985	.....	34	76	.....	Inc., 42
\$39,361,473	\$53,400,016	\$2,873,509	.....	\$4,539,601	.....	Inc., \$6,933,110
1,251,328	1,946,245	.....	109,129	.....	185,258	Dec., 294,387
616,613	1,158,343	.....	19,354	37,085	.....	Inc., 17,731
429,114	757,694	... ..	10,716	25,076	.....	Inc., 14,360
81,982,040	139,794,981	.....	1,147,322	7,844,806	.....	Inc., 6,697,484
187	176	.....	4	8	.....	Dec., 1 day
133	121	2	.....	5	.....	Inc., 4 days
789	1,118	25	.....	.....	110	Dec. 85
150,973	165,860	.....	161	1,502	.....	Inc., 1,941
10,924	26,689	217	.....	1,038	.....	Inc., 1,255
1,127	5,476	.....	40	.....	15	Dec., 55
11,403	30,148	.....	2,723	974	.....	Dec., 1,749
12,530	35,624	.....	2,763	959	.....	Dec., 1,804
567	1,155	.....	62	22	.....	Dec., 40
997	3,601	195	.....	131	.....	Inc., 326
10,966	28,566	.....	790	760	.....	Dec., 30
\$733 35	\$483 68	.....	\$1 35	.....	\$8 16	Inc., \$3 69
367,834	959,089	40,749	.....	.....	942	Inc., 39,807
\$8,010,135 15	\$12,908,834 68	\$45,845 29	.....	\$664,548 01	.....	Inc., \$710,393 30
3,493,724 50	4,859,135 46	51,869 48	.....	916,331 31	.....	Inc., 968,200 79
74,091 73	132,934 76	5,941 71	.....	.....	\$2,506 17	Inc., 3,435 54
13,494,627 45	20,950,614 12	175,772 73	.....	2,047,443 64	.....	Inc., 2,223,216 37

EXHIBIT No. 1

STATISTICAL TABLES

1. STATEMENT OF STATE TAX LEVIED IN 1891 AND IN 1896, p. 3.
 2. STATEMENT OF SCHOOL TAX PAID AND SCHOOL MONEY
RECEIVED BY EACH COUNTY, p. 4.
 3. APPORTIONMENT OF SCHOOL MONEYS, pp. 5-7.
 4. ABSTRACT OF STATISTICAL REPORTS OF SCHOOL COMMISSIONERS
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 5. ABSTRACT OF FINANCIAL REPORTS OF SCHOOL COMMISSIONERS,
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 6. INVESTMENT OF THE CAPITAL OF THE COMMON SCHOOL FUND,
p. 34.
 7. COMPARATIVE STATISTICAL AND FINANCIAL STATEMENTS FOR THE
YEARS 1891 AND 1896, p. 38.
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EXHIBIT No. 1

TABLE No. 1

STATEMENT of the State Tax of one mill levied in 1891, and of the State Tax of ninety-three one-hundredths of a mill levied in 1896 for the support of common schools.

COUNTIES	1891		1896	
	Valuation	Amount of tax	Valuation	Amount of tax
Albany.....	\$89,226,487	\$89,226 48	\$85,666,769	\$79,670 10
Allegany.....	14,306,862	14,306 86	13,663,400	12,706 96
Broome.....	26,534,729	26,534 73	29,889,560	27,797 29
Cattaraugus.....	17,613,593	17,613 59	17,810,627	16,563 88
Cayuga.....	31,124,320	31,124 32	29,800,079	27,714 07
Chautauqua.....	26,063,499	26,063 50	27,917,678	25,963 44
Chemung.....	20,814,681	20,814 68	22,563,232	20,983 81
Chenango.....	16,791,107	16,791 11	15,107,544	14,050 02
Clinton.....	7,830,697	7,830 70	6,599,411	6,137 45
Columbia.....	26,269,143	26,269 14	24,002,955	22,322 75
Cortland.....	10,132,651	10,132 65	10,106,000	9,398 58
Delaware.....	12,872,600	12,872 60	14,466,433	13,453 78
Dutchess.....	45,006,096	45,006 10	44,240,443	41,143 61
Erie.....	182,918,116	182,918 12	259,782,413	241,597 64
Essex.....	10,008,510	10,008 51	9,010,717	8,379 97
Franklin.....	7,872,985	7,872 99	8,088,691	8,080 48
Fulton.....	10,633,748	10,633 75	11,381,327	10,584 63
Genesee.....	21,036,043	21,036 04	21,116,969	19,638 78
Greene.....	13,004,533	13,004 53	12,397,620	11,529 79
Hamilton.....	1,173,492	1,173 49	1,356,087	1,261 16
Herkimer.....	20,932,377	20,932 38	19,633,626	18,259 27
Jefferson.....	25,225,700	25,225 70	29,380,962	27,324 29
Kings.....	437,417,661	437,417 66	541,509,429	503,603 77
Lewis.....	8,092,355	8,092 36	7,758,704	7,215 59
Livingston ..	25,226,739	25,226 74	24,756,634	23,023 67
Madison.....	19,264,952	19,264 95	19,230,739	17,884 59
Monroe.....	108,028,895	108,028 90	132,971,332	123,663 34
Montgomery.....	24,570,601	24,570 60	24,730,785	22,999 63
New York.....	1,735,264,972	1,735,264 97	2,026,435,023	1,884,584 57
Niagara.....	27,509,924	27,509 92	32,660,601	30,373 80
Oneida.....	52,444,044	52,444 04	51,579,434	47,968 87
Onondaga.....	67,595,686	67,595 69	80,732,669	75,081 38
Ontario.....	29,224,997	29,225 00	27,534,827	25,607 39
Orange.....	43,288,007	43,288 01	39,749,808	36,967 32
Orleans.....	14,494,980	14,494 98	14,637,105	13,612 51
Oswego.....	23,136,261	23,136 26	23,723,045	22,062 43
Otsego.....	20,951,890	20,951 89	20,357,710	18,932 67
Putnam.....	7,109,487	7,109 49	6,644,940	6,179 79
Queens.....	49,224,157	49,224 16	75,009,104	69,758 47
Rensselaer.....	62,635,560	62,635 56	66,090,061	61,463 76
Richmond.....	13,149,002	13,149 00	26,841,601	24,962 69
Rockland.....	13,055,524	13,055 52	18,517,103	12,570 91
St. Lawrence.....	25,773,344	25,773 34	22,781,424	20,850 93
Saratoga.....	23,370,859	23,370 86	15,218,107	21,186 72
Schenectady.....	13,103,797	13,103 80	10,496,060	14,152 84
Schoharie.....	10,615,870	10,615 87	6,592,082	9,761 34
Schuyler.....	7,005,626	7,005 63	14,518,717	6,130 64
Seneca.....	14,623,439	14,623 44	28,871,970	13,502 41
Steuben.....	25,717,173	25,717 17	26,833,441	24,955 10
Suffolk.....	18,501,490	18,501 49	22,116,305	20,568 16
Sullivan.....	5,213,134	5,213 13	5,260,941	4,892 68
Tioga.....	11,863,532	11,863 53	11,881,943	11,050 21
Tompkins.....	12,737,971	12,737 97	13,097,566	12,180 74
Ulster.....	25,522,467	25,522 47	25,494,624	23,710 00
Warren.....	6,952,305	6,952 31	6,843,226	6,364 20
Washington.....	18,443,744	18,443 74	18,779,447	17,464 89
Wayne.....	24,202,992	24,202 99	23,763,550	22,100 10
Westchester.....	89,840,932	89,840 93	119,737,419	111,355 80
Wyoming.....	15,262,893	15,262 98	14,513,491	13,497 55
Yates.....	11,564,425	11,564 43	10,859,993	10,099 79
Total.....	\$3,779,393,746	\$3,779,393 75	\$4,368,712,903	\$4,062,903 00

TABLE No. 2

STATEMENT showing the amount of School Tax paid (levy of 1896) by each county, the amount of Tax received back, the amount of Common School and United States Deposit Funds received, and the total amount received by each county.

COUNTIES	School tax paid	School tax received	Amount received from Common School and U. S. Deposit Funds	Total received
Albany.....	\$79,670 10	\$73,470 35	\$7,922 43	\$91,892 78
Allegany.....	12,706 96	39,096 01	1,423 91	39,521 92
Broome.....	27,797 29	49,357 32	2,873 22	51,230 54
Cattaraugus.....	16,563 86	52,855 78	2,039 19	54,894 97
Cayuga.....	27,714 07	46,559 61	2,875 90	48,435 60
Chautauque.....	25,963 44	81,802 39	4,205 25	86,167 64
Chemung.....	20,983 81	31,905 77	2,359 36	34,265 18
Chemung.....	14,050 02	37,047 04	2,041 42	39,098 46
Clinton.....	6,137 45	31,943 79	2,334 41	34,282 21
Columbia.....	22,322 75	27,804 08	2,292 75	30,097 48
Cortland.....	9,396 56	28,717 21	353 46	29,650 57
Delaware.....	13,453 78	46,532 88	1,501 69	48,084 57
Dutchess.....	41,143 61	43,506 78	2,362 00	46,892 78
Erie.....	241,597 84	185,460 68	12,276 78	197,737 46
Essex.....	8,379 97	27,299 41	1,693 17	28,992 55
Franklin.....	8,080 48	31,567 77	1,314 53	32,882 30
Fulton.....	10,584 63	24,134 34	2,871 15	27,006 49
Genesee.....	19,638 78	22,831 90	1,903 92	24,225 82
Greene.....	11,539 79	22,403 20	1,928 18	24,331 88
Hamilton.....	1,281 16	4,719 78	172 57	4,892 85
Herkimer.....	16,259 27	85,232 88	2,367 90	37,600 78
Jefferson.....	27,324 20	60,911 18	3,122 00	64,034 06
Kings.....	503,603 77	367,879 30	39,048 23	421,527 52
Lewis.....	7,215 59	27,714 22	998 72	28,712 84
Livingston.....	23,023 67	27,528 05	1,221 68	28,749 82
Madison.....	17,664 50	35,003 83	1,399 37	34,399 20
Monroe.....	123,063 34	112,935 60	7,403 32	120,338 92
Montgomery.....	22,909 63	25,691 97	2,321 67	28,013 64
New York.....	1,894,584 57	636,188 42	66,261 20	696,394 71
Niagara.....	30,313 80	42,115 28	3,725 96	45,841 84
Oswego.....	47,068 87	84,132 29	4,065 62	88,217 91
Onondaga.....	75,081 38	96,128 02	4,078 06	96,106 10
Ontario.....	25,607 39	37,254 75	1,068 30	38,863 05
Orange.....	36,967 32	56,341 79	3,227 68	59,596 47
Orleans.....	13,612 54	22,985 44	1,015 68	23,981 12
Oswego.....	22,062 43	53,972 15	2,344 10	56,315 25
Otsego.....	18,932 67	45,818 48	1,862 52	47,681 00
Putnam.....	6,179 79	9,218 02	470 06	9,689 06
Queens.....	69,758 47	77,831 07	4,681 02	82,512 09
Rensselaer.....	61,463 76	65,547 19	4,255 77	69,802 96
Richmond.....	24,982 09	24,620 49	1,764 64	26,391 03
Rockland.....	12,570 91	16,960 80	1,118 50	18,074 80
St. Lawrence.....	26,860 93	74,458 35	2,837 10	77,292 45
Saratoga.....	21,146 72	42,010 05	1,891 58	43,901 63
Schoharie.....	14,152 84	17,507 43	1,129 36	18,636 79
Schoenectady.....	9,761 34	25,771 42	951 42	26,722 84
Schuyler.....	6,130 64	14,780 29	556 90	15,337 10
Seneca.....	13,602 41	17,844 91	878 40	18,721 81
Stenben.....	24,955 10	60,017 94	2,722 19	62,740 13
Suffolk.....	20,586 16	30,434 63	2,066 54	32,547 49
Sullivan.....	4,892 68	24,574 86	1,051 93	25,628 79
Tioga.....	11,050 21	26,257 11	979 81	27,236 92
Tompkins.....	12,160 74	26,949 44	1,110 21	28,059 65
Ulster.....	23,710 00	48,334 53	2,893 26	51,227 81
Warren.....	6,384 20	20,051 79	944 93	20,996 72
Washington.....	17,464 89	38,529 55	1,833 71	40,068 26
Wayne.....	22,100 10	80,009 01	1,593 18	82,692 17
Westchester.....	111,365 80	73,539 81	4,790 11	78,349 62
Wyoming.....	13,497 55	25,610 89	1,030 34	26,641 22
Yates.....	10,009 79	16,372 81	688 54	17,059 35
Indian.....	.....	3,505 05	.....	3,505 05
Contingent Fund.....	.....	5,000 00	.....	5,000 00
State Teachers' Library.....	.....	.....	10,000 00	10,000 00
Total.....	\$4,082,903 00	\$3,500,000 00	\$245,000 00	\$3,745,000 00

TABLE No. 3
Apportionment of School Moneys for the Year, 1897

COUNTIES For COMMISSIONER DISTRICTS	Population 1892	Number of teachers' quotas	APPORTIONMENT FOR TEACHERS' WAGES		Libraries	Supervision	Total
			For teachers' quotas	According to population for distribu- tion according to aggregate attendance			
Albany.....	32,053	173	\$17,300 00	\$4,030 85	\$221 55	.....	\$21,582 23
Allegany.....	43,131	338	33,800 00	5,423 75	268 17	.....	39,521 92
Broomfield.....	28,278	262	23,200 00	3,506 06	185 63	.....	29,851 71
Cattaraugus.....	28,174	437	43,700 00	7,788 11	438 83	\$300 00	\$4,694 97
Chautauq.....	38,079	284	28,400 00	4,788 45	263 28	.....	33,451 74
Chemung.....	50,233	353	39,300 00	6,316 82	347 20	.....	42,944 02
Chenango.....	17,312	188	13,800 00	2,178 99	119 92	.....	16,096 91
Clinton.....	37,002	238	32,300 00	4,728 47	258 96	800 00	39,096 46
Columbia.....	46,001	273	37,800 00	5,960 09	322 12	800 00	34,282 21
Cortland.....	35,472	207	30,700 00	4,473 19	245 98	.....	35,419 18
Delaware.....	28,271	201	20,100 00	3,555 09	185 58	800 00	24,631 67
Dutchess.....	43,488	420	42,000 00	5,720 13	314 44	.....	48,034 57
Erie.....	53,146	278	27,800 00	6,924 63	381 12	800 00	35,115 75
Franklin.....	66,001	420	42,000 00	8,625 61	474 00	.....	61,900 61
Greene.....	33,110	240	24,000 00	4,163 09	228 99	.....	28,892 08
Herkimer.....	36,817	268	26,800 00	5,007 91	275 29	800 00	32,882 30
Livingston.....	15,071	113	11,300 00	1,895 19	104 45	.....	13,299 64
Madison.....	83,486	180	19,000 00	4,204 56	231 23	800 00	24,235 82
Montgomery.....	31,141	183	19,300 00	3,915 99	215 39	800 00	24,231 38
Nassau.....	5,216	42	4,200 00	655 82	36 43	.....	4,892 35
Orleans.....	5,995	378	27,800 00	4,777 88	262 62	.....	32,840 50
Rensselaer.....	55,378	452	45,200 00	6,712 06	368 90	.....	52,280 96
Saratoga.....	30,244	247	24,700 00	2,803 70	209 24	.....	28,712 94
Schoharie.....	37,010	238 2-5	23,800 00	4,454 03	255 91	.....	28,749 63
Livingston.....	42,208	268	30,800 00	5,207 42	291 75	.....	36,399 20
Madison.....	55,222	230	26,000 00	6,944 14	381 64	.....	36,325 78
Montgomery.....	27,530	158	15,900 00	3,465 04	190 62	.....	19,453 66
Nassau.....	36,420	272	22,200 00	4,579 84	251 84	800 00	27,031 08
Orleans.....	53,510	462	48,200 00	7,986 41	438 65	.....	56,625 24
Oneida.....	58,864	406	40,600 00	7,402 17	406 78	.....	48,408 95
Ontario.....	45,713	205	30,800 00	6,126 31	326 74	1,600 00	39,863 05

DEPARTMENT OF PUBLIC INSTRUCTION

TABLE No. 3 — (Concluded)

COUNTIES FOR COMMISSIONER'S DISTRICTS	Population 1892	Number of teachers' quotas	APPORTIONMENT FOR TEACHERS' WAGES		Libraries	Supervision	Total
			For teachers' quotas	According to population for distribu- tion according to aggregate attendance			
Orange	61,612	306	\$30,000 00	\$7,747 74	\$425 74	\$300 00	\$38,573 48
Orleans	30,762	191	19,100 00	3,668 34	212 78	800 00	23,981 12
Oswego	49,004	384	38,400 00	9,162 96	338 71	800 00	44,940 97
Otsego	50,361	400	40,000 00	9,332 92	348 08	800 00	47,491 00
Putnam	14,230	78	7,600 00	1,789 43	98 65	800 00	9,688 08
Queens	108,062	451	45,100 00	13,337 35	782 61	3,200 00	62,369 96
Rensselaer	63,937	319	31,900 00	8,010 11	411 80	1,600 00	41,931 91
Richmond	53,452	180	18,000 00	4,241 61	369 42	2,400 00	23,991 03
Rockland	33,736	128	12,800 00	3,241 06	233 24	800 00	18,074 30
St. Lawrence	74,985	509	50,900 00	9,845 63	513 81	1,600 00	63,755 94
Saratoga	57,501	317	31,700 00	7,935 63	308 07	1,600 00	43,601 63
Schenectady	28,615	229	22,900 00	5,023 90	198 34	800 00	29,722 84
Schoharie	16,861	131	13,100 00	2,120 58	116 62	800 00	18,151 10
Seneca	26,942	144	14,400 00	3,537 66	183 65	800 00	18,751 31
Stemmen	8,824	562	56,200 00	10,370 39	560 74	1,600 00	88,740 13
Suffolk	63,572	361	30,100 00	7,894 21	438 24	800 00	38,533 49
Sullivan	21,660	214	21,400 00	4,606 42	220 37	800 00	25,026 79
Tioga	29,675	225	22,500 00	5,781 64	268 28	800 00	27,256 92
Tompkins	20,152	188	18,500 00	4,534 13	189 53	800 00	21,173 65
Ulster	87,662	398	38,800 00	11,022 79	665 52	800 00	51,227 81
Warren	26,818	164	16,400 00	3,968 73	197 99	800 00	20,966 72
Washington	46,458	380	33,900 00	5,942 12	321 14	800 00	40,063 26
Wayne	48,250	312	31,200 00	6,008 58	333 58	800 00	37,692 17
Westchester	98,174	874	87,400 00	12,345 42	676 17	2,400 00	92,823 69
Westmoreland	31,218	225	22,500 00	5,625 68	215 54	800 00	29,641 22
Wyoming	20,801	135	13,500 00	2,615 73	143 62	800 00	17,059 35
Yates	2,454,997	15,083 2-5	\$1,088,340 00	\$314,908 73	\$17,311 04	\$25,800 00	\$1,910,360 77
Albany	97,120	291	\$39,100 00	\$12,212 90	\$670 87	\$1,300 00	\$43,283 77
Amsterdam	18,542	53	5,300 00	2,331 96	128 42	800 00	8,560 08

STATISTICAL TABLES

Auburn	24,737	109	10,900 00	3,110 68	171 18	800 00	14,981 86
Binghamton	34,514	159	15,900 00	4,340 15	238 68	800 00	21,278 83
Brooklyn	995,276	2,787	278,700 00	125,156 20	6,871 32	10,800 00	421,527 52
Buffalo	279,223	1,055	105,500 00	35,112 24	1,924 61	8,300 00	145,836 85
Cohoes	28,234	67	6,700 00	2,921 68	160 81	800 00	10,582 49
Corning†	8,500	.....	.....	.....	.....	.....	.....
Dunkirk	10,040	47	4,700 00	1,262 53	69 78	800 00	6,832 26
Elmira	29,911	134	13,400 00	3,761 32	206 90	800 00	18,168 22
Gloversville	14,694	56	5,600 00	1,847 78	101 85	800 00	8,349 63
Hornellsvillet	12,000	.....	.....	.....	.....	.....	.....
Hudson	9,633	26	2,600 00	1,211 35	66 90	800 00	4,678 25
Ithaca	13,460	43	4,300 00	1,692 66	93 34	800 00	6,886 00
Jamestown	18,627	101	10,100 00	2,342 35	129 01	800 00	13,371 36
Johnstown	8,713	34	3,400 00	1,095 66	60 56	800 00	5,356 22
Kingston†	13,000	.....	.....	.....	.....	.....	.....
Little Falls	9,500	27	2,700 00	1,194 63	65 65	800 00	4,760 28
Lockport	16,088	70	7,000 00	2,023 07	111 48	800 00	9,934 55
Long Island City	35,745	146	14,600 00	4,494 95	247 18	800 00	20,142 13
Middletown	11,612	45	4,500 00	1,460 21	80 57	800 00	6,840 78
Mount Vernon	15,513	67	6,700 00	1,950 76	107 52	800 00	9,558 28
Newburgh	24,536	91	9,100 00	3,085 41	169 80	800 00	13,155 21
New York	1,801,639	4,396	439,600 00	226,556 65	12,438 06	17,800 00	696,394 71
Niagara Falls	11,870	57	5,700 00	1,492 66	82 35	800 00	8,075 01
Ogdensburg	11,559	52	5,200 00	1,453 54	82 97	800 00	7,536 51
Olean†	11,651	.....	.....	.....	.....	.....	.....
Oswego	21,966	77	7,700 00	2,762 23	152 05	800 00	11,414 28
Poughkeepsie	23,196	79	7,900 00	2,916 90	160 13	800 00	11,777 03
Rochester	144,834	630	63,000 00	18,212 87	1,000 27	1,800 00	84,013 14
Rome	13,638	42	4,200 00	1,714 93	94 57	800 00	6,809 50
Schenectady	22,858	59	5,900 00	2,874 40	158 22	800 00	9,732 62
Syracuse	91,944	362	36,200 00	11,562 00	635 15	1,300 00	49,697 15
Troy	64,986	187	18,700 00	8,172 02	449 03	800 00	28,121 05
Utica	46,608	178	17,800 00	5,860 98	322 17	800 00	24,788 15
Watertown	16,982	87	8,700 00	2,135 49	117 63	800 00	11,753 12
Watervliet	14,882	32	3,200 00	1,871 41	102 88	800 00	5,974 29
Yonkers	31,419	110	11,000 00	3,950 95	217 10	800 00	15,968 05
Indians	4,054,346	11,756	\$1,175,600 00	\$504,145 22	\$27,688 96	\$58,700 00	\$1,766,134 18
Salaries of school commissioners	5,064	30	3,000 00	505 05	.....	.....	3,505 05
Contingent fund .....	.....	.....	.....	.....	.....	.....	113,000 00
State teachers' library .....	.....	.....	.....	.....	.....	.....	6,000 00
Total for State	6,513,343	27,769 2-5	\$2,776,940 00	\$819,560 00	\$65,000 00	\$87,500 00	\$3,858,000 00

* Olean, Kingston, Hornellsville and Corning not included in this population.
a Including Olean. b Including Corning and Hornellsville. c Including Kingston. † City system not yet organized. Apportionment made by school commis-

TABLE No. 4
Abstract of the Statistical Reports of School Commissioners and City Superintendents of the State of New York for the year ending July 31, 1896

COUNTIES FOR COMMISSIONER DISTRICTS.	Number of districts						TEACHERS						Number attending normal schools without graduating	Number of inspections by Commissioners
	1	2	3	4	5	6	LICENSED BY			Men	Women			
							Local officers	State Dept.	Normal schools					
Number of licensed teachers employed 180 days or more	Number of children between 5 and 18 years of age residing in the district	Number of private schools	Number of children attending private schools	Average number of days school was taught	Graduates of normal schools	Local officers	State Dept.	Normal schools	Men	Women				
Albany, First Commissioner district.....	44	51	2,402	...	...	192	35	2	22	17	40	9	48
Albany, Second Commissioner district.....	54	54	1,151	...	...	163	52	4	12	27	37	3	43
Albany, Third Commissioner district.....	48	63	3,404	5	37	187	57	2	2	20	62	9	49	
Allegany, First Commissioner district.....	131	158	3,858	...	...	163	104	2	14	41	170	19	115
Allegany, Second Commissioner district.....	121	180	5,876	2	...	167	226	6	37	51	218	38	111	
Bronx, First Commissioner district.....	116	184	2,070	...	...	163	169	5	13	48	169	14	159
Bronx, Second Commissioner district.....	94	178	3,154	1	...	165	163	5	15	38	145	15	177	
Cattaraugus, First Commissioner district.....	128	216	8,232	5	33	185	251	4	46	82	248	41	237	
Cattaraugus, Second Commissioner district.....	157	241	7,913	4	475	178	320	7	25	97	266	29	181	
Cayuga, First Commissioner district.....	194	134	3,690	...	...	170	200	8	5	36	172	5	145
Cayuga, Second Commissioner district.....	129	150	2,921	2	6	162	186	5	31	56	157	25	178	
Chemung, First Commissioner district.....	87	149	2,118	...	...	166	101	2	9	26	125	11	131
Chemung, Second Commissioner district.....	85	124	3,810	...	...	168	140	2	49	40	142	40	167
Chemung, Third Commissioner district.....	114	136	3,669	...	...	165	149	3	23	54	321	11	134
Chester, First Commissioner district.....	121	177	4,381	...	...	171	181	3	4	29	156	6	130
Chester, Second Commissioner district.....	123	166	3,521	...	...	164	264	4	8	33	211	23	124
Columbia, First Commissioner district.....	87	144	6,967	...	...	167	231	10	11	23	359	11	187
Columbia, Second Commissioner district.....	117	144	6,967	...	...	163	147	21	22	25	160	23	154
Columbia, Third Commissioner district.....	112	175	5,828	3	581	160	160	14	11	36	118	38	205	
Columbia, Fourth Commissioner district.....	73	84	2,989	7	...	167	77	2	12	16	75	12	167	
Columbia, Fifth Commissioner district.....	96	128	4,344	4	12	174	112	9	24	31	112	26	106	
Columbia, Sixth Commissioner district.....	76	113	3,956	2	620	174	124	1	50	41	134	43	146	
Columbia, Seventh Commissioner district.....	74	86	1,988	...	...	161	134	12	10	28	121	23	155

	179	219	0,179	.....	181	183	8	11	79	.....	9	11	185
Delaware, First Commissioner district.	179	201	4,380	.....	167	264	0	19	94	196	32	29	181
Second Commissioner district.	180	184	7,384	17	176	189	7	40	24	150	39	50	187
DuPont, First Commissioner district.	70	94	3,851	0	178	92	11	11	30	76	11	6	93
Second Commissioner district.	90	171	9,725	4	472	145	5	59	40	173	60	65	102
Erle, First Commissioner district.	90	140	6,250	8	335	173	2	29	59	121	29	12	170
Second Commissioner district.	84	108	3,665	3	200	150	3	10	33	139	10	7	89
Third Commissioner district.	88	108	3,362	2	10	122	4	11	32	123	12	11	122
Essex, First Commissioner district.	97	123	4,618	1	124	145	5	18	32	143	13	4	109
Second Commissioner district.	97	123	4,618	1	124	145	5	18	32	143	13	4	109
Franklin, First Commissioner district.	91	149	5,461	.....	168	178	2	33	34	177	34	20	164
Second Commissioner district.	86	113	4,943	3	183	157	3	14	26	149	7	8	108
Fulton, sole Commissioner district.	100	113	3,597	.....	180	159	3	11	74	97	11	8	148
Genesee, sole Commissioner district.	122	140	7,686	8	235	133	10	50	39	153	56	16	145
Greene, First Commissioner district.	72	103	3,786	.....	179	98	4	19	34	88	18	17	108
Second Commissioner district.	76	94	2,708	1	164	96	3	8	35	69	6	.....	74
Hamilton, sole Commissioner district.	33	42	1,143	.....	169	57	2	4	17	45	4	14	100
Herkimer, First Commissioner district.	33	130	3,823	.....	179	150	2	30	41	146	80	19	111
Second Commissioner district.	94	146	4,183	1	164	155	3	23	29	154	25	5	219
Jefferson, First Commissioner district.	116	136	3,572	.....	186	204	1	21	44	168	6	.....	188
Second Commissioner district.	115	150	4,552	2	164	213	4	23	49	181	23	26	208
Third Commissioner district.	123	159	4,474	.....	163	213	14	4	46	181	4	13	201
Lewis, First Commissioner district.	100	113	2,724	1	163	161	2	7	10	123	6	8	134
Second Commissioner district.	114	134	4,285	.....	164	119	1	50	23	104	45	29	183
Livingston, First Commissioner district.	90	119	4,576	1	100	170	.....	33	23	131	33	30	223
Second Commissioner district.	89	119	3,596	5	161	162	1	37	42	162	23	17	146
Madison, First Commissioner district.	119	155	3,637	3	44	163	1	19	30	139	19	24	164
Second Commissioner district.	94	133	5,390	2	72	186	5	48	26	120	47	21	166
Monroe, First Commissioner district.	97	144	6,084	2	17	176	2	75	35	124	77	23	165
Second Commissioner district.	117	146	6,377	1	43	174	1	28	49	124	18	5	182
Montgomery, sole Commissioner district.	112	158	6,064	2	200	177	14	21	49	114	22	22	173
Niagara, First Commissioner district.	69	112	6,891	18	820	176	.....	7	42	114	7	9	172
Second Commissioner district.	90	110	4,113	2	45	175	2	15	21	92	16	3	141
Oneida, First Commissioner district.	56	78	3,266	1	169	81	1	16	31	116	16	19	99
Second Commissioner district.	96	146	4,624	1	30	166	131	6	29	90	8	16	140
Third Commissioner district.	90	105	3,055	3	49	166	93	5	29	171	1	1	172
Fourth Commissioner district.	128	138	3,807	.....	163	231	3	13	29	129	11	11	205
Ontario, First Commissioner district.	85	120	4,712	.....	178	137	7	20	37	130	27	4	194
Second Commissioner district.	88	134	4,762	.....	176	134	4	26	41	149	29	26	199
Third Commissioner district.	93	143	4,308	.....	178	169	2	21	39	157	20	21	144
Ontario, Second Commissioner district.	89	154	6,068	3	488	159	9	27	39	158	28	11	206
Orange, First Commissioner district.	104	152	4,009	3	203	164	104	33	30	105	33	31	77
Second Commissioner district.	76	129	6,293	2	45	181	69	27	39	165	23	15	221
Second Commissioner district.	109	181	8,287	3	153	190	160	13	63	150	17	23	188
Orleans, sole Commissioner district.	124	191	6,700	3	127	160	381	7	17	96	6	116	116
Oswego, First Commissioner district.	93	136	4,266	.....	169	141	6	7	23	119	9	13	203
Second Commissioner district.	88	112	2,851	1	5	129	100	6	8	177	24	24	165
Third Commissioner district.	110	142	3,296	.....	162	129	4	6	84	177	24	24	165
Ontario, First Commissioner district.	149	190	4,362	.....	163	247	13	24	84	177	24	24	165
Second Commissioner district.	160	219	5,688	3	40	263	13	24	75	224	24	24	260

DEPARTMENT OF PUBLIC INSTRUCTION

TABLE No. 4—(Continued)

COUNTIES FOR COMMISSIONER DISTRICTS														
1	2	3	4	5	6	TEACHERS					Graduates of normal schools	Number attending normal schools without graduating	Number of inspections by Commissioners	
Number of districts	Number of licensed teachers employed 100 days or more	Number of children between 5 and 18 years of age residing in the district	Number of private schools	Number of children attending private schools	Average number of days school was taught	LICENSED BY				Women				
						Local officers	State Dept.	Normal schools	Men					
Putnam, sole Commissioner district.....	59	74	2,632	6	53	185	55	2	21	31	83	24	38	60
Queens, First Commissioner district.....	33	165	16,249	20	1,488	190	68	12	85	24	181	96	13	71
Second Commissioner district.....	61	266	16,334	18	595	203	119	12	153	31	254	164	13	134
Rensselaer, First Commissioner district.....	83	178	7,219	4	814	168	137	6	18	18	191	17	10	114
Second Commissioner district.....	90	338	7,595	12	326	193	110	6	20	38	195	30	10	170
Richmond, sole Commissioner district.....	29	169	12,975	12	326	193	106	8	65	31	138	77	19	102
Rockland, sole Commissioner district.....	48	128	8,281	7	139	207	64	5	59	31	97	61	22	79
St. Lawrence, First Commissioner district.....	158	198	5,468	2	109	186	169	4	27	37	182	29	16	164
Second Commissioner district.....	170	212	5,698	2	109	186	169	4	27	37	182	29	16	164
Third Commissioner district.....	154	189	6,342	1	161	181	214	1	66	56	277	34	36	185
Saratoga, First Commissioner district.....	107	188	6,916	7	130	174	165	2	32	21	178	67	70	102
Second Commissioner district.....	107	188	6,916	7	130	174	165	2	32	21	178	67	70	102
Schenectady, sole Commissioner district.....	23	74	2,783	2	12	152	189	20	24	33	196	26	22	51
Schoharie, First Commissioner district.....	85	110	2,630	...	...	174	188	1	7	25	68	2	8	114
Second Commissioner district.....	98	119	3,486	...	...	185	101	2	6	43	62	8	4	166
Schoyler, sole Commissioner district.....	107	131	3,986	2	16	167	143	9	10	42	107	9	7	196
Seneca, sole Commissioner district.....	194	144	5,647	4	420	173	159	7	13	40	137	13	16	234
Staten, First Commissioner district.....	129	165	4,737	8	157	173	231	4	16	41	138	6	16	234
Second Commissioner district.....	124	187	4,933	...	...	160	190	15	8	45	157	18	11	169
Third Commissioner district.....	126	190	4,746	...	...	163	241	2	22	50	181	22	29	162
Suffolk, First Commissioner district.....	59	114	3,476	7	125	177	68	7	52	35	85	53	61	86
Second Commissioner district.....	81	167	3,743	9	89	185	75	3	109	20	137	19	19	96
Sullivan, First Commissioner district.....	91	108	3,920	...	...	170	124	1	6	36	70	6	10	94
Second Commissioner district.....	86	108	4,393	...	...	170	124	1	6	36	70	6	10	94
Tioga, sole Commissioner district.....	150	227	6,383	3	70	168	268	10	10	31	280	4	4	122
Tompkins, First Commissioner district.....	72	85	1,844	...	...	164	107	...	7	16	98	7	2	131
Second Commissioner district.....	89	100	2,400	167	114	...	18	26	106	18	30	185

STATISTICAL TABLES

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Utah, First Commissioner district.....	44	143	9,409	0	509	182	104	0	25	35	118	25	26	612
Second Commissioner district.....	84	121	7,259	8	200	166	84	7	31	32	60	33	31	60
Third Commissioner district.....	99	124	5,227	...	...	173	124	31	11	30	123	13	6	114
Warren, First Commissioner district.....	25	71	3,465	3	604	185	70	4	10	9	85	11	7	65
Second Commissioner district.....	84	83	3,080	...	...	189	184	7	12	48	127	12	0	62
Washington, First Commissioner district.....	110	159	5,018	2	39	167	184	6	26	26	169	26	21	81
Second Commissioner district.....	121	160	5,692	3	37	172	254	9	21	34	224	31	6	222
Wayne, First Commissioner district.....	114	175	4,282	...	...	172	203	8	24	63	189	34	25	57
Second Commissioner district.....	106	137	5,258	1	...	168	169	4	13	42	143	16	16	147
Westchester, First Commissioner district.....	13	110	9,853	16	683	201	49	5	73	10	130	73	5	41
Second Commissioner district.....	33	132	8,020	22	1,150	202	74	13	49	16	120	57	...	83
Third Commissioner district.....	81	123	6,024	14	300	182	78	6	40	19	104	48	...	174
Wyoming, First Commissioner district.....	92	127	4,254	4	55	162	150	2	24	26	137	24	22	146
Second Commissioner district.....	77	128	2,836	1	40	167	110	3	12	27	105	12	9	148
Yates, vote Commissioner district.....	104	135	4,147	...	...	171	177	1	5	27	144	5	18	165
Total.....	11,047	15,992	585,768	354	14,726	160	10,810	526	2,790	4,209	16,022	2,838	2,066	15,267

TABLE No. 4—(Continued)

CITIES	Number of districts (school buildings)	Number of licensed teachers employed 100 days or more	Number of children between 5 and 18 years of age residing in the district	Number of private schools	Number of children attending private schools	Average number of days school was taught	TEACHERS					Graduates of normal schools	Number attending normal schools without graduation	Population enumeration of 1892
							LICENSED BY			SEX				
							Local officers	State Super	Normal schools	Men	Women			
Albany	21	291	31,000	22	3,360	162	341	7	43	24	267	43	97,180	
Amsterdam	10	53	5,300	2	850	195	17	4	37	4	53	4	18,542	
Asbun	15	109	5,398	2	1,039	180	102	4	4	7	106	37	24,737	
Binghamton	18	159	8,872	2	1,422	196	104	10	86	8	169	36	34,514	
Brooklyn	187	2,787	285,000	175	35,000	353	2,889	59	65	145	2,908	65	957,163	
Buffalo	70	1,035	75,000	50	19,082	194	798	75	211	62	1,022	77	278,709	
Cohoes	12	67	7,068	6	1,000	197	65	5	12	1	81	12	23,284	
Corning	2	20	1,902	3	767	199	15	1	13	1	58	13	10,025	
Dunkirk	0	47	2,586	0	0	196	26	2	11	2	47	11	10,040	
Elmira	12	134	7,500	6	20	194	63	7	51	6	137	51	29,811	
Gloversville	9	56	3,372	2	50	194	31	2	12	48	50	48	14,994	
Hornellsville	5	47	2,546	0	0	184	22	..	16	1	45	6	11,858	
Hudson	4	26	1,750	5	421	200	27	5	11	4	25	2	9,653	
Ilwaco	6	43	2,800	2	390	194	98	8	5	4	168	11	13,400	
Jamestown	12	101	4,404	2	244	185	6	1	28	2	53	24	18,627	
Johnstown	5	82	1,683	8	507	204	68	..	16	8	71	21	610,013	
Kingston	9	27	5,538	0	0	190	65	11	16	3	24	16	21,495	
Little Falls	4	4	1,800	0	0	538	131	8	13	4	142	22	16,068	
Lockport	9	146	11,000	9	1,120	201	131	8	22	9	142	22	35,745	
Long Island City	6	45	3,419	0	271	196	31	11	13	4	41	13	11,812	
Middletown	3	87	3,618	7	481	201	26	3	28	8	64	29	24,536	
Mount Vernon	8	91	5,432	15	1,248	181	80	..	38	10	68	28	15,513	
Newburgh	0	0	490,000	219	68,500	203	5,114	273	96	700	4,798	16	1,801,739	
New York	150	4,306	3,409	4	596	196	36	1	22	3	66	22	10,000	
Niagara Falls	6	57	3,643	1	033	173	46	4	2	3	48	3	11,559	
Ogdensburg	10	42	2,671	1	0	193	19	2	37	3	45	27	21,651	
Olean	5	48	6,660	4	1,052	193	9	..	76	8	76	70	21,966	
Oswego	14	77	4,712	10	774	186	53	3	5	3	96	5	33,193	
Poughkeepsie	11	79	29,800	30	151	193	406	21	21	19	641	31	144,894	
Rochester	87	680	2,167	5	259	194	30	4	13	8	44	13	18,638	
Rome	8	42	5,378	12	1,390	190	60	..	2	2	60	2	23,658	
Schenectady	7	56	5,378	12	1,390	190	60	..	2	2	60	2	23,658	

Syracuse	31	362	25,000	12	2,585	197	882	26	19	18	349	19	.....	91,994
Troy.	17	187	15,000	15	4,000	195	182	3	8	17	171	3	.....	64,986
Utica	20	178	11,500	19	2,862	195	167	4	27	9	179	27	4	46,608
Watertown	12	87	3,809	4	150	196	75	10	5	3	87	5	.....	16,982
Watervliet.....	8	32	2,912	.....	.....	197	27	.....	5	1	35	5	4	614,882
Yonkers	13	110	8,200	6	2,041	191	31	8	74	5	112	57	3	31,419
Total for cities	753	11,962	1,066,070	679	152,475	195	11,726	589	1,128	1,112	12,377	1,114	207	4,025,208
Total for towns.....	11,047	15,982	585,788	354	14,726	169	16,810	526	2,799	4,809	16,022	2,838	2,086	.....
Total for State.....	11,800	27,944	1,651,858	1,033	167,201	175	28,536	1,115	3,927	5,421	28,399	3,952	2,293	.....

* School Commissioner J. J. Moran made 66 visits to the Kingston schools. † School Commissioner Frank H. Chapin made 32 visits to the Olean schools.
a Estimated.

TABLE No. 4—(Continued)

COUNTIES FOR COMMISSIONER DISTRICTS	NUMBER OF CHILDREN ATTENDING SCHOOL DURING THE YEAR ENDING JULY 31, 1896			WHOLE NUMBER OF DAYS OF ATTENDANCE AT SCHOOL DURING THE YEAR			AVERAGE DAILY ATTENDANCE DURING THE YEAR		
	7	8	9	10	11	12	13	14	15
	Residing in the district	Residing in other districts	Total	Of chil- dren resid- ing in the district	Of chil- dren resid- ing in other districts	Total	Of chil- dren resid- ing in the district	Of chil- dren resid- ing in other districts	Total
Albany, First Commissioner district.....	2,078	40	2,118	196,531	2,768	199,299	1,083	16	1,099
Second Commissioner district.....	1,091	62	1,153	88,834	2,944	91,778	560	17	577
Third Commissioner district.....	2,792	86	2,878	313,959	6,941	320,900	1,668	37	1,705
Allegany, First Commissioner district.....	3,655	254	3,909	402,117	23,603	425,720	2,390	132	2,522
Second Commissioner district.....	5,553	545	6,098	614,263	51,691	665,954	3,477	272	3,749
Broome, First Commissioner district.....	3,059	255	3,314	291,246	20,658	311,904	1,769	118	1,887
Second Commissioner district.....	3,063	213	3,276	331,115	16,562	347,677	1,961	97	2,058
Cattaraugus, First Commissioner district.....	7,414	347	7,761	894,567	27,579	922,146	4,841	146	4,987
Second Commissioner district.....	6,959	398	7,357	827,497	36,466	863,963	4,748	225	4,973
Cayuga, First Commissioner district.....	3,246	286	3,532	347,130	24,758	371,888	2,041	136	2,177
Second Commissioner district.....	3,725	264	3,989	377,320	20,202	397,522	2,210	115	2,325
Chautauqua, First Commissioner district.....	2,990	240	3,230	314,519	18,951	333,470	1,901	113	2,014
Second Commissioner district.....	4,368	304	4,672	513,719	30,559	544,278	2,913	167	3,080
Third Commissioner district.....	3,388	229	3,617	391,741	21,103	412,844	2,328	116	2,444
Chemung, sole Commissioner district.....	3,859	199	4,058	422,685	13,064	435,749	2,433	132	2,565
Chenango, First Commissioner district.....	4,115	376	4,491	455,828	28,288	484,116	2,664	169	2,833
Second Commissioner district.....	3,383	200	3,583	333,713	17,247	350,960	2,032	101	2,133
Clinton, First Commissioner district.....	5,118	166	5,284	511,322	13,320	524,642	3,091	81	3,171
Second Commissioner district.....	4,921	238	5,159	399,151	12,706	411,857	2,559	87	2,646
Columbia, First Commissioner district.....	2,559	82	2,641	263,420	5,920	269,340	1,383	32	1,415
Second Commissioner district.....	3,770	222	3,992	387,659	20,121	407,780	2,135	109	2,244
Cortland, First Commissioner district.....	3,051	161	3,212	373,283	12,548	385,831	2,118	73	2,191
Second Commissioner district.....	1,979	122	2,101	210,585	8,059	218,644	1,300	49	1,349
Delaware, First Commissioner district.....	6,025	342	6,367	621,032	29,107	650,139	3,703	166	3,869
Second Commissioner district.....	4,191	277	4,468	431,011	20,455	451,466	2,580	138	2,718
Dutchess, First Commissioner district.....	6,240	212	6,452	642,177	19,675	661,852	3,509	119	3,628
Second Commissioner district.....	3,255	103	3,358	353,132	9,043	362,175	1,871	47	1,918
Erle, First Commissioner district.....	6,911	296	7,207	803,731	29,150	832,881	4,370	184	4,554
Second Commissioner district.....	4,822	347	5,169	528,851	34,350	563,201	2,967	185	3,152
Third Commissioner district.....	3,305	164	3,469	345,940	13,189	359,129	2,065	77	2,132

Pease, First Commissioner district	3,225	124	3,355	317,490	8,103	925,049	1,696	47	1,835
Second Commissioner district.....	4,670	303	4,873	458,330	14,692	473,112	2,376	43	2,630
Franklin, First Commissioner district	5,339	306	5,047	539,174	25,062	565,996	3,121	188	3,539
Second Commissioner district.....	4,597	334	4,891	440,804	14,522	455,996	2,691	64	2,716
Fulton, sole Commissioner district	3,306	123	3,523	337,925	8,663	346,488	1,967	61	2,018
Geasee, sole Commissioner district.....	6,717	358	7,075	742,694	35,819	777,907	4,176	195	4,360
Greene, First Commissioner district	3,330	134	3,464	375,538	13,381	388,939	2,067	70	2,157
Second Commissioner district.....	2,630	67	2,697	265,040	6,574	271,614	1,310	36	1,544
Hamilton, sole Commissioner district	867	9	1,006	103,594	244	103,838	738	2	740
Herkimer, First Commissioner district	3,626	76	3,702	419,696	4,569	424,265	2,320	37	2,347
Second Commissioner district.....	3,973	291	4,174	440,976	20,226	501,202	3,665	109	3,774
Jefferson, First Commissioner district	2,159	206	2,367	331,798	15,926	347,678	1,939	97	2,036
Second Commissioner district.....	4,123	390	4,432	421,650	27,208	448,258	2,511	163	2,674
Lewis, First Commissioner district	4,133	307	4,360	444,754	15,506	460,250	2,652	90	2,742
Second Commissioner district.....	2,550	212	2,792	233,022	16,124	249,150	1,446	96	1,540
Livingston, First Commissioner district	3,731	170	3,907	357,673	12,076	369,749	2,200	71	2,290
Second Commissioner district.....	3,457	214	3,671	464,152	23,130	427,362	2,327	145	2,472
Madison, First Commissioner district	3,038	186	3,256	348,265	10,347	358,612	2,013	80	2,103
Second Commissioner district.....	3,392	308	3,759	354,019	33,403	387,422	2,117	191	2,306
Montgomery, sole Commissioner district	4,864	322	5,214	532,183	31,315	563,498	3,063	170	3,233
Montpelier, sole Commissioner district	5,365	421	5,785	550,187	45,374	602,238	3,036	244	3,280
Monkton, sole Commissioner district	5,365	377	5,811	606,883	28,351	635,234	3,187	139	3,462
Niagara, First Commissioner district	4,172	179	4,361	374,474	17,863	392,336	2,108	96	2,204
Second Commissioner district.....	3,618	131	3,749	429,015	11,684	440,700	2,334	64	2,404
Oneida, First Commissioner district	3,817	175	4,002	370,470	13,095	383,565	2,062	80	2,163
Second Commissioner district.....	3,421	328	3,749	339,470	21,907	361,376	2,071	124	2,181
Orangetown, First Commissioner district	4,006	347	4,443	449,351	40,637	490,000	2,771	214	2,985
Second Commissioner district.....	3,822	320	4,103	448,540	70,843	519,383	2,457	270	2,727
Ontario, First Commissioner district	5,155	371	5,527	598,694	31,594	630,288	3,112	170	3,282
Second Commissioner district.....	4,097	351	4,448	470,769	37,398	508,167	2,696	206	2,901
Orange, First Commissioner district	4,939	210	5,149	556,576	21,530	578,106	2,973	112	3,087
Second Commissioner district.....	7,413	336	7,649	873,213	21,112	900,225	4,716	114	4,830
Orleans, sole Commissioner district	6,110	300	6,410	681,421	28,154	709,575	3,712	133	3,865
Oswego, First Commissioner district	4,165	264	4,449	434,400	23,059	457,459	2,544	127	2,671
Second Commissioner district.....	2,700	214	2,917	291,757	20,357	312,114	1,718	174	1,830
Otsego, First Commissioner district	3,101	316	3,417	336,750	28,973	365,723	2,053	161	2,207
Second Commissioner district.....	4,342	293	4,635	456,091	26,966	483,057	2,736	218	2,954
Putnam, sole Commissioner district	5,260	438	5,698	556,456	38,516	594,972	3,177	151	3,335
Queens, First Commissioner district	2,547	124	2,671	276,800	9,969	286,772	1,492	54	1,556
Second Commissioner district.....	10,378	138	10,516	1,333,342	17,406	1,350,748	6,826	91	6,916
Rensselaer, First Commissioner district	12,638	318	12,948	1,523,406	33,390	1,556,796	8,862	170	9,034
Second Commissioner district.....	5,717	129	5,846	700,643	11,471	712,115	3,905	26	3,930
Saratoga, First Commissioner district	5,367	49	5,416	571,515	4,140	575,655	2,905	26	3,005

TABLE NO. 4—(Continued)

COUNTIES FOR COMMISSIONER DISTRICTS	NUMBER OF CHILDREN ATTENDING DURING THE YEAR ENDING JULY 31, 1896				WHOLE NUMBER OF DAYS OF ATTENDANCE AT SCHOOL DURING THE YEAR				AVERAGE DAILY ATTENDANCE DURING THE YEAR			
	7	8	9	10	11	12	13	14	15			
	Residing in the district	Residing in other districts	Total	Of chil- dren read- ing in the district	Of chil- dren read- ing in other districts	Total	Of chil- dren read- ing in the district	Of chil- dren read- ing in other districts	Total			
Richmond, sole Commissioner district	9,540	333	9,923	1,125,182	39,142	1,164,324	5,797	293	8,000			
Rockland, sole Commissioner district	6,365	296	6,561	764,800	25,729	790,519	3,913	137	4,050			
St. Lawrence, First Commissioner district	5,173	268	5,441	593,671	24,320	617,991	3,907	145	3,450			
Second Commissioner district	3,245	353	3,598	565,650	33,226	598,876	2,422	189	3,611			
Third Commissioner district	4,365	310	4,674	567,532	24,047	591,579	3,277	186	3,413			
Saratoga, First Commissioner district	5,726	177	5,903	867,106	16,260	883,366	3,726	82	3,818			
Second Commissioner district	6,169	217	6,317	707,572	21,522	729,094	3,927	118	4,045			
Schenectady, sole Commissioner district	3,409	41	3,447	226,364	2,569	228,933	1,584	15	1,591			
Sechota, First Commissioner district	3,672	172	3,844	565,393	10,742	576,135	1,594	62	1,656			
Second Commissioner district	2,970	210	3,189	522,838	16,850	539,688	1,664	91	1,755			
Schoharie, sole Commissioner district	4,534	242	4,796	622,949	24,181	647,130	2,878	133	3,011			
Schoen, First Commissioner district	5,292	422	5,704	571,782	24,314	596,096	3,281	191	3,472			
Second Commissioner district	4,634	539	4,673	474,462	17,716	492,178	2,843	166	2,949			
Third Commissioner district	3,854	130	3,997	371,369	9,901	381,270	2,193	55	2,248			
Suffolk, First Commissioner district	4,712	116	4,828	975,783	14,919	990,702	3,179	79	3,258			
Second Commissioner district	7,621	279	8,210	975,783	31,412	1,007,195	5,144	169	5,313			
Third Commissioner district	3,065	125	3,787	346,935	10,744	357,679	2,075	61	2,136			
Sullivan, First Commissioner district	4,048	108	4,151	380,626	5,317	385,943	2,871	28	2,949			
Second Commissioner district	1,745	187	1,832	707,480	46,328	753,808	3,926	251	4,177			
Tioga, sole Commissioner district	2,270	168	2,438	256,217	14,635	270,852	1,747	81	1,828			
Tompkins, First Commissioner district	3,043	68	3,111	831,157	6,135	837,292	2,952	32	3,017			
Second Commissioner district	4,775	171	5,382	596,430	10,634	607,064	3,088	89	3,127			
Ulster, First Commissioner district	5,761	172	4,907	452,548	10,165	462,713	2,970	55	2,934			
Second Commissioner district	2,704	58	2,762	293,693	8,016	296,609	1,504	38	1,591			
Warren, First Commissioner district	2,963	121	3,104	290,190	6,538	296,727	1,633	38	1,671			
Second Commissioner district	4,355	338	4,483	463,187	31,198	494,385	2,729	187	2,905			
Washington, First Commissioner district	4,326	362	5,800	576,511	24,684	601,195	3,383	207	3,590			
Second Commissioner district												

Wayne, First Commissioner district.....	5,396	446	5,842	625,056	40,644	665,700	8,488	219	3,707
Second Commissioner district.....	4,801	297	5,098	504,614	29,948	534,562	2,878	166	3,044
Westchester, First Commissioner district.....	5,389	111	5,480	689,342	14,289	703,631	3,564	74	3,638
Second Commissioner district.....	5,648	213	5,861	727,420	23,586	751,016	3,762	98	3,860
Third Commissioner district.....	4,763	157	4,920	555,638	15,412	571,050	2,931	81	3,012
Wyoming, First Commissioner district.....	3,872	294	4,166	435,622	28,714	464,336	2,560	157	2,717
Second Commissioner district.....	2,445	187	2,632	252,624	13,325	265,949	1,503	70	1,573
Yates, sole Commissioner district.....	2,740	147	2,887	296,100	11,174	307,274	1,655	59	1,714
Total for towns.....	496,060	26,316	522,376	54,286,672	2,878,947	56,665,619	306,404	11,460	317,864

CITIES

Albany.....	.....	.....	12,970	.....	.....	1,821,638	.....	.....	10,009
Amsterdam.....	.....	.....	2,603	.....	.....	404,655	.....	.....	2,075
Auburn.....	.....	.....	3,684	.....	.....	562,562	.....	.....	2,954
Binghamton.....	.....	.....	6,770	.....	.....	1,060,256	.....	.....	5,410
Brooklyn.....	.....	.....	146,429	.....	.....	21,039,906	.....	.....	102,718
Buffalo.....	.....	.....	52,157	.....	.....	6,853,196	.....	.....	35,283
Cohoes.....	.....	.....	2,783	.....	.....	396,944	.....	.....	2,025
Corning.....	.....	.....	1,650	.....	.....	236,935	.....	.....	1,247
Dunkirk.....	.....	.....	1,576	.....	.....	230,108	.....	.....	1,174
Elmira.....	.....	.....	5,626	.....	.....	896,094	.....	.....	4,620
Gloversville.....	.....	.....	3,031	.....	.....	463,846	.....	.....	2,366
Hornellsville.....	.....	.....	2,082	.....	.....	290,469	.....	.....	1,497
Hudson.....	.....	.....	1,396	.....	.....	218,231	.....	.....	1,049
Ithaca.....	.....	.....	1,881	.....	.....	297,068	.....	.....	1,531
Jamestown.....	.....	.....	3,722	.....	.....	523,692	.....	.....	2,742
Johustown.....	.....	.....	1,803	.....	.....	263,839	.....	.....	1,350
Kingston.....	.....	.....	4,185	.....	.....	545,729	.....	.....	2,790
Little Falls.....	.....	.....	1,215	.....	.....	175,992	.....	.....	926
Lockport.....	.....	.....	3,172	.....	.....	460,786	.....	.....	2,392
Long Island City.....	.....	.....	8,301	.....	.....	1,131,937	.....	.....	5,631
Middletown.....	.....	.....	2,059	.....	.....	322,754	.....	.....	1,646
Mount Vernon.....	.....	.....	3,309	.....	.....	451,117	.....	.....	2,245
Newburgh.....	.....	.....	3,454	.....	.....	515,862	.....	.....	2,701
New York.....	.....	.....	294,289	.....	.....	39,289,092	.....	.....	195,286
Niagara Falls.....	.....	.....	2,694	.....	.....	350,757	.....	.....	1,790
Ogdensburg.....	.....	.....	2,292	.....	.....	324,448	.....	.....	1,681
Olean.....	.....	.....	2,229	.....	.....	325,791	.....	.....	1,629
Oswego.....	.....	.....	3,728	.....	.....	535,961	.....	.....	2,777
Poughkeepsie.....	.....	.....	3,323	.....	.....	447,552	.....	.....	2,368
Rochester.....	.....	.....	22,247	.....	.....	3,308,599	.....	.....	17,230
Rome.....	.....	.....	1,830	.....	.....	266,315	.....	.....	1,389
Schenectady.....	.....	.....	3,007	.....	.....	410,294	.....	.....	2,159
Syracuse.....	.....	.....	17,849	.....	.....	2,666,592	.....	.....	13,536
Troy.....	.....	.....	6,748	.....	.....	931,965	.....	.....	4,999

TABLE No. 4—(Continued)

COUNTIES FOR COMMISSIONER DISTRICTS	NUMBER OF CHILDREN ATTENDING SCHOOL DURING THE YEAR END- ING JULY 31, 1896.		WHOLE NUMBER OF DAYS OF ATTENDANCE AT SCHOOL DUR- ING THE YEAR				AVERAGE DAILY ATTENDANCE DURING THE YEAR		
	7	8	9	10	11	12	13	14	15
	Residing in the district	Residing in other districts	Total.	Of chil- dren resid- ing in the district	Of chil- dren resid- ing in other districts	Total	Of chil- dren resid- ing in the district	Of chil- dren resid- ing in other districts	Total
Utica.....	.....	.....	7,066	.....	.....	1,044,515	.....	.....	5,553
Watertown.....	.....	.....	3,500	.....	.....	458,537	.....	.....	2,477
Watervliet.....	.....	.....	2,092	.....	.....	259,763	.....	.....	1,318
Yonkers.....	.....	.....	4,946	.....	.....	687,459	.....	.....	3,599
Total for cities.....	.....	.....	653,698	.....	.....	89,826,846	.....	.....	454,180
Total for towns.....	496,060	26,316	522,376	54,286,672	2,378,947	56,665,619	306,404	11,460	317,864
Total for State.....	.....	.....	1,176,074	.....	.....	146,492,465	.....	.....	772,054

TABLE No. 4 — (Continued)

COUNTIES FOR COMMISSIONER DISTRICTS	DISTRICT LIBRARIES		PLAQS	SCHOOLHOUSES				VALUE OF SCHOOL- HOUSES AND SITES		ARBOR DAY			
	Volume in district libraries	Value of libraries during past year		Number of districts having flags	Log	Frame	Brick	Stone	Total		Value of sites	Value of houses and sites	Number of districts reporting	Trees planted
Albany, First Commissioner district.....	738	4,372	119	44	...	21	12	1	44	97,565	650,400	40	72
Second Commissioner district.....	827	281	47	54	...	50	12	1	54	2,415	19,589	50	115
Third Commissioner district.....	3,580	1,074	221	43	...	36	12	1	50	16,465	87,055	9	36
Allegany, First Commissioner district.....	3,086	7,340	790	130	...	132	12	1	132	10,370	91,845	118	246
Second Commissioner district.....	5,291	4,223	620	116	...	116	5	...	121	24,423	148,250	106	253
Broome, First Commissioner district.....	3,455	2,666	456	111	...	114	1	...	115	10,675	82,682	77	97
Second Commissioner district.....	2,947	2,701	128	101	...	93	1	...	94	14,390	82,682	68	89
Cattaraugus, First Commissioner district.....	7,574	7,463	490	131	...	129	6	...	135	34,731	184,078	121	187
Second Commissioner district.....	9,763	7,063	863	132	...	133	7	...	136	25,417	101,729	152	255
Cayuga, First Commissioner district.....	2,769	2,411	251	101	1	82	14	5	106	11,825	77,080	104	169
Second Commissioner district.....	4,483	2,742	488	129	...	116	11	2	129	18,683	104,155	119	167
Chautauque, First Commissioner district.....	2,157	1,600	314	67	...	69	5	...	93	9,331	70,071	82	89
Second Commissioner district.....	3,833	8,101	666	82	...	86	10	...	96	20,626	138,290	77	135
Third Commissioner district.....	3,834	1,733	699	72	...	91	3	...	94	11,710	80,180	69	135
Chemung, First Commissioner district.....	3,462	1,944	511	119	...	113	1	...	114	15,683	125,031	113	104
Second Commissioner district.....	6,062	3,123	431	137	...	137	4	...	141	23,973	113,790	136	255
Clinton, First Commissioner district.....	7,452	6,064	128	129	...	131	2	...	133	16,273	102,625	134	162
Second Commissioner district.....	6,453	4,870	362	128	...	80	10	7	105	11,530	105,281	81	240
Columbia, First Commissioner district.....	4,357	2,300	372	96	3	92	11	7	113	8,090	77,157	89	189
Second Commissioner district.....	2,153	838	200	60	...	69	3	...	72	8,325	66,485	65	93
Corland, First Commissioner district.....	7,421	5,781	529	76	...	86	9	...	95	18,214	119,243	82	111
Second Commissioner district.....	2,976	1,000	455	70	...	76	2	...	80	21,507	108,467	60	67
Delaware, First Commissioner district.....	3,225	2,708	343	74	...	73	2	...	75	7,745	64,962	62	67
Second Commissioner district.....	5,661	4,020	664	177	...	180	3	...	183	23,066	143,165	164	221
Dutchess, First Commissioner district.....	7,823	5,494	400	106	...	166	1	1	168	18,016	104,382	157	300
Second Commissioner district.....	6,778	2,860	653	122	...	120	6	...	128	28,622	200,247	119	166
Essex, First Commissioner district.....	4,763	2,960	484	68	...	61	3	...	69	17,000	113,375	68	63
First Commissioner district.....	11,109	7,191	1,196	73	...	69	29	6	104	40,455	197,950	74	322
Second Commissioner district.....	9,545	8,940	1,298	69	...	86	13	...	86	23,835	165,935	86	145
Third Commissioner district.....	8,775	1,976	625	77	...	84	1	...	85	14,890	76,790	78	89

TABLE No. 4—(Continued)

COUNTIES FOR COMMISSIONER DISTRICTS	DISTRICT LIBRARIES			Flage Number of districts having flags	SCHOOL-HOUSES				VALUE OF SCHOOL- HOUSES AND SITES		AFTER DAY Number of districts reporting Trees planted		
	Volumes in district libraries	Value of libraries	Volumes added dur- ing past year		Log	Frame	Brick	Stone	Total	Value of sites		Value of houses and sites	
Essex, First Commissioner district	2,643	\$2,700	416	42	...	62	4	4	90	67,613	\$64,888	80	196
Second Commissioner district	4,610	3,538	206	61	...	66	6	2	94	11,710	81,300	83	153
Franklin, First Commissioner district	7,486	10,311	223	70	3	81	6	2	102	26,776	144,508	76	153
Second Commissioner district	2,264	1,418	353	78	4	62	5	1	92	8,475	66,272	71	156
Fulton, sole Commissioner district	2,853	1,713	84	103	...	103	2	...	105	7,207	57,065	101	163
Genesee, sole Commissioner district	18,938	17,191	1,852	123	...	112	12	12	136	44,550	297,035	122	162
Greene, First Commissioner district	2,211	1,910	670	71	...	66	5	1	74	15,446	183,353	61	160
Second Commissioner district	1,281	1,122	...	76	...	71	3	3	83	11,660	72,420	75	164
Hamilton, sole Commissioner district	149	97	61	37	1	37	...	...	38	3,126	24,806	26	69
Herkimer, First Commissioner district	4,021	2,372	508	91	...	60	4	1	94	15,115	130,813	92	125
Second Commissioner district	5,320	4,546	456	94	...	60	10	6	96	16,120	141,560	95	145
Jefferson, First Commissioner district	1,932	1,300	334	116	...	106	1	9	118	9,890	74,670	94	156
Second Commissioner district	5,042	3,927	682	114	...	108	1	6	115	17,756	115,811	86	157
Third Commissioner district	2,670	2,841	214	117	...	105	4	14	123	15,985	122,935	93	138
Lewis, First Commissioner district	2,848	1,761	353	98	...	99	1	...	104	4,985	43,816	90	169
Second Commissioner district	3,352	2,383	169	115	...	118	4	3	125	8,995	80,969	95	212
Livingston, First Commissioner district	3,162	3,375	...	88	...	84	6	2	92	14,200	97,600	92	113
Second Commissioner district	4,006	3,172	341	87	...	89	5	...	93	11,085	96,380	88	83
Madison, First Commissioner district	6,628	5,170	918	117	...	115	1	3	119	12,957	95,462	114	136
Second Commissioner district	9,745	6,979	757	93	...	67	8	1	97	14,330	140,215	94	162
Monroe, First Commissioner district	5,065	4,050	600	94	...	61	22	5	98	31,285	196,960	86	142
Second Commissioner district	4,324	3,764	486	106	...	78	25	12	115	28,350	180,750	104	194
Montgomery, sole Commissioner district	9,225	7,264	754	100	...	93	12	6	112	23,940	105,010	90	167
Niagara, First Commissioner district	4,019	1,996	585	75	...	46	17	9	73	37,040	184,365	67	101
Second Commissioner district	4,171	2,808	713	84	...	61	22	9	96	16,775	83,100	87	178
Oneida, First Commissioner district	6,060	2,932	292	56	...	50	5	1	56	14,120	75,645	55	75
Second Commissioner district	6,673	4,260	734	97	...	84	5	3	90	15,080	143,576	91	149
Third Commissioner district	2,844	1,642	292	90	...	67	1	2	80	72,711	8,506	80	155
Fourth Commissioner district	4,027	2,461	181	126	...	122	5	...	127	9,065	63,440	103	157

Ontario, First Commissioner district.....	5,078	2,995	847	89	...	67	17	...	34	26,070	189,983	84	199
Second Commissioner district.....	6,908	5,291	840	84	...	70	8	...	87	31,390	130,555	85	114
Third Commissioner district.....	5,778	8,253	491	88	...	72	18	...	93	15,070	149,200	86	92
Ontario, First Commissioner district.....	7,885	6,029	729	87	...	86	31	...	95	28,460	222,004	87	126
Second Commissioner district.....	8,277	7,275	859	103	...	96	11	...	112	20,965	201,965	88	169
Orange, First Commissioner district.....	7,898	4,014	461	75	...	57	15	...	79	86,195	172,370	71	132
Second Commissioner district.....	12,163	8,270	572	100	...	82	19	...	100	37,755	211,635	80	136
Orleans sole Commissioner district.....	13,140	8,400	756	121	...	94	19	...	135	37,975	188,200	117	190
Oswego, First Commissioner district.....	2,411	1,990	245	66	...	80	11	...	95	19,290	117,580	88	99
Second Commissioner district.....	3,120	2,290	159	66	...	75	1	...	86	8,185	60,140	64	91
Third Commissioner district.....	4,811	3,954	240	103	...	107	5	...	112	9,652	68,705	89	44
Otsego, First Commissioner district.....	6,990	6,047	251	146	...	140	3	...	146	25,490	142,665	145	214
Second Commissioner district.....	8,427	4,219	453	160	...	156	4	...	161	27,290	133,845	146	247
Putnam, sole Commissioner district.....	4,908	3,164	338	59	...	55	5	...	60	28,200	85,300	53	83
Queens, First Commissioner district.....	11,125	8,458	681	88	...	36	2	...	33	75,250	289,985	52	46
Second Commissioner district.....	15,698	10,008	1,051	61	...	63	11	...	74	133,738	687,309	61	147
Rensselaer, First Commissioner district.....	7,041	3,921	598	64	...	74	16	...	90	38,185	239,475	76	113
Second Commissioner district.....	8,813	1,954	156	84	...	80	9	...	89	19,585	110,200	84	129
Richmond, sole Commissioner district.....	8,823	5,440	674	29	...	16	13	...	29	69,000	519,900	27	95
Rockland, sole Commissioner district.....	8,632	5,090	695	45	...	39	6	...	48	86,100	197,230	43	99
St. Lawrence, First Commissioner district.....	3,365	2,619	464	153	...	150	4	...	159	20,900	176,640	149	206
Second Commissioner district.....	3,477	2,632	438	108	...	158	16	...	179	15,896	150,396	159	339
Third Commissioner district.....	3,923	2,439	141	127	...	127	26	...	153	19,663	144,904	144	300
Saratoga, First Commissioner district.....	4,787	2,689	578	105	...	77	23	...	103	24,575	183,290	94	115
Second Commissioner district.....	4,787	2,689	578	105	...	95	14	...	111	64,204	398,087	69	133
Schenectady, sole Commissioner district.....	1,558	2,317	269	53	...	83	10	...	63	8,990	58,015	56	162
Schoharie, First Commissioner district.....	3,768	2,342	466	85	...	87	3	...	96	10,410	78,615	64	163
Second Commissioner district.....	4,620	1,579	204	171	...	106	9	...	109	15,145	78,680	98	169
Schoharie, sole Commissioner district.....	6,648	4,673	355	79	...	102	36	...	98	23,230	167,680	93	147
Seneca, First Commissioner district.....	6,923	5,662	572	127	...	126	1	...	130	29,495	175,930	118	261
Second Commissioner district.....	2,354	2,319	208	112	...	123	4	...	129	29,110	124,540	104	206
Suffolk, First Commissioner district.....	6,063	4,246	1,266	60	...	55	3	...	60	32,665	169,530	79	81
Second Commissioner district.....	12,678	7,401	1,266	76	...	77	8	...	80	57,862	332,957	79	73
Sullivan, First Commissioner district.....	3,907	1,727	294	78	...	83	2	...	91	7,641	77,896	73	112
Second Commissioner district.....	1,113	1,030	44	98	...	88	...	...	86	14,723	519,894	96	140
Tioga, sole Commissioner district.....	13,364	12,133	894	141	...	153	6	...	159	40,191	198,466	133	223
Tompkins, First Commissioner district.....	1,962	1,197	86	63	...	69	2	...	72	7,470	40,050	62	106
Second Commissioner district.....	2,793	1,736	466	78	...	78	2	...	80	11,465	60,990	76	104
Ulster, First Commissioner district.....	3,866	1,720	327	41	...	31	8	...	41	8,450	60,950	44	107
Second Commissioner district.....	5,999	3,370	657	81	...	80	5	...	88	18,755	107,830	81	118
Warren, First Commissioner district.....	3,071	1,636	266	62	...	97	2	...	100	12,263	76,920	85	137
Second Commissioner district.....	9,962	9,166	1,329	90	...	32	5	...	39	31,780	104,300	83	41
Washington, First Commissioner district.....	1,690	834	72	76	...	82	...	...	37	8,940	36,230	73	159
Second Commissioner district.....	10,656	9,454	1,248	110	...	92	20	...	112	17,210	159,030	90	143
Wayne, First Commissioner district.....	6,100	4,962	698	120	...	109	18	...	123	20,085	118,085	107	172
Second Commissioner district.....	7,245	5,097	760	104	...	91	24	...	114	22,425	211,825	100	148
Wayne, First Commissioner district.....	4,571	5,293	1,163	97	...	79	16	...	96	22,667	169,137	96	119

TABLE No. 4—(Concluded)

COUNTIES FOR COMMISSIONER DISTRICTS	DISTRICT LIBRARIES		PLACES having flags	SCHOOLHOUSES				VALUE OF SCHOOL- HOUSES AND SITES		ARBOR DAY trees planted		
	Volume in district libraries	Value of libraries		Volume added dur- ing past year	Log	Frame	Brick	Stone	Total		Value of sites	Value of houses and sites	Number of districts reporting
Westchester, First Commissioner district.....	8,876	\$9,650	357	13	12	9	1	22	\$72,050	\$370,300	13	22
Second Commissioner district.....	14,284	10,510	2,395	39	39	13	1	43	95,550	424,350	34	51
Third Commissioner district.....	7,141	3,636	539	73	69	8	2	79	48,215	198,940	59	84
Wyeing, First Commissioner district.....	10,964	7,514	492	80	87	5	1	93	18,970	137,155	85	103
Second Commissioner district.....	2,701	2,399	366	75	77	---	---	77	7,470	57,445	69	78
Yates, sole Commissioner district.....	3,429	3,607	310	104	95	12	4	311	20,940	113,155	96	170
Total.....	632,004	\$458,046	59,238	10,381	25	10,612	301	11,268	\$2,578,580	\$16,452,052	9,823	15,929
CITIES												
Albany.....	8,000	\$0,000	---	---	---	21	---	21	\$183,000	\$1,083,000	---	---
Amsterdam.....	600	700	---	---	---	7	---	7	14,000	138,000	---	33
Atsuta.....	1,210	1,367	---	---	---	16	---	16	95,000	288,000	---	9
Binghamton.....	1,447	1,447	---	---	---	10	---	10	78,470	349,914	---	26
Brooklyn.....	4,500	5,000	---	---	---	20	117	127	1,487,418	9,186,106	---	103
Burlington.....	44,948	33,983	---	---	---	12	58	70	591,123	2,453,273	---	---
Cohoes.....	1,037	1,441	---	---	---	1	1	2	36,000	148,400	---	---
Corning.....	1,063	1,000	---	---	---	---	7	7	118,000	180,000	---	55
Dunkirk.....	1,186	831	---	---	---	2	10	12	40,000	517,000	---	6
Elmira.....	7,763	4,000	---	---	---	1	4	6	107,066	126,100	---	---
Gloversville.....	2,894	2,647	---	---	---	2	4	5	23,100	88,600	---	4
Hornellville.....	1,697	2,647	---	---	---	1	4	4	27,000	66,000	---	---
Hudson.....	6,299	4,093	---	---	---	---	4	4	14,000	140,000	---	---
Itasca.....	2,879	2,300	---	---	---	---	4	4	30,000	140,000	---	---
Jamesstown.....	4,083	4,450	---	---	---	1	11	12	92,102	292,920	---	---
Johnstown.....	7,442	7,819	---	---	---	1	4	5	22,000	112,000	---	---
Kingston.....	5,107	4,880	---	---	---	1	7	8	66,500	280,300	---	29
Little Falls.....	4,000	4,000	---	---	---	---	2	2	25,000	70,000	---	---
Lockport.....	3,378	2,900	---	---	---	---	1	1	77,000	302,850	---	101
Long Island City.....	3,843	2,641	---	---	---	2	8	9	64,000	944,000	---	---

Middletown.....	7,206	6,750	
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TABLE No. 5
Abstract of Financial Reports of School Commissioners for the year ending July 21, 1896
RECEIPTS

COUNTIES FOR COMMISSIONER DISTRICTS	1 Amount on hand August 1, 1895	2 Amount apportioned to districts	3 Proceeds of gospel and school lands	4 Received from Board of Regents	5 Raised by tax	6		7 Total
						FROM OTHER SOURCES		
						Teachers' board	Other sources not named	
Albany. First Commissioner district	\$1,225 58	\$6,810 07	.....	.....	\$15,178 17	.....	\$163 69	\$23,377 51
Second Commissioner district	476 33	6,268 35	.....	.....	6,741 11	\$176 00	79 60	13,741 39
Third Commissioner district	3,808 03	9,697 21	.....	.....	24,155 19	175 00	37 12	37,872 55
Allegany. First Commissioner district	2,434 69	18,364 03	.....	\$1,587 39	21,466 60	64 00	1,194 36	45,111 07
Second Commissioner district	9,275 31	22,136 84	\$4 69	4,103 94	45,951 74	70 00	4,427 46	85,969 98
Broome. First Commissioner district	3,419 36	15,424 88	105 75	1,156 13	23,214 84	128 00	8,043 84	51,492 80
Second Commissioner district	2,934 60	14,798 80	16 00	804 53	23,561 26	36 00	6,553 50	48,764 69
Cattaraugus. First Commissioner district	23,727 00	26,181 61	.....	1,221 94	68,586 83	79 00	16,492 89	136,289 27
Second Commissioner district	5,997 71	28,742 27	1 00	2,634 64	65,706 15	.....	2,725 72	105,807 49
Cayuga. First Commissioner district	2,163 23	16,259 34	611 65	1,429 19	22,808 62	48 00	1,405 85	44,725 88
Second Commissioner district	3,966 15	17,863 07	959 26	854 99	28,551 77	.....	1,169 86	53,365 12
Chautauque. First Commissioner district	2,258 94	13,950 52	.....	1,200 27	22,486 65	.....	1,298 02	41,284 40
Second Commissioner district	6,146 09	17,551 91	.....	2,050 60	30,836 76	64 00	3,095 58	68,744 94
Third Commissioner district	4,382 24	14,632 61	.....	519 42	23,416 42	.....	1,313 17	44,263 86
Chemung, sole Commissioner district	5,572 18	16,251 88	.....	537 01	26,076 17	.....	9,549 70	57,986 94
Chenango. First Commissioner district	5,349 08	21,382 74	387 97	2,244 97	31,553 61	.....	18,667 85	79,586 22
Second Commissioner district	5,640 12	18,602 92	258 59	1,104 54	28,269 44	668 51	1,752 67	56,296 79
Clinton. First Commissioner district	1,094 48	19,116 97	104 33	784 67	35,610 86	.....	4,237 95	60,949 26
Second Commissioner district	1,822 88	16,005 26	.....	312 28	21,131 84	.....	1,354 90	40,627 16
Columbia. First Commissioner district	2,108 94	10,442 35	.....	25 00	21,453 52	.....	2,333 19	36,363 00
Second Commissioner district	4,852 84	15,533 46	.....	891 56	34,546 41	.....	2,349 62	58,173 89
Cortland. First Commissioner district	3,500 66	14,749 64	323 30	842 34	24,814 18	.....	1,958 29	46,188 41
Second Commissioner district	1,681 32	10,539 20	237 41	713 24	17,565 63	64 00	414 68	31,215 48
Delaware. First Commissioner district	3,707 74	25,640 02	.....	1,832 95	49,877 67	1,278 50	3,906 81	86,243 69
Second Commissioner district	2,927 13	22,506 73	.....	1,345 61	36,644 82	5,432 49	3,368 78	72,225 56
Dutchess. First Commissioner district	6,246 96	23,320 19	.....	425 76	67,294 20	.....	5,604 75	102,891 86
Second Commissioner district	3,986 53	12,496 22	.....	450 81	32,539 25	.....	203 09	49,669 90

Arto, First Commissioner district.....	11,377 67	21,810 36	23 50	1,945 71	77,294 25	.....	2,850 83	115,431
Second Commissioner district.....	1,963 50	17,079 36	.....	2,326 38	44,490 20	.....	24,817 00	90,776
Third Commissioner district.....	1,052 93	19,037 69	.....	670 63	20,065 57	.....	1,438 09	87,755 08
Bates, First Commissioner district.....	2,009 74	12,954 96	.....	487 13	21,331 55	.....	4,801 62	41,544 99
Second Commissioner district.....	3,398 00	15,472 46	.....	1,713 79	38,115 21	.....	1,909 62	90,557 98
Franklin, First Commissioner district.....	2,754 69	17,002 10	.....	1,367 09	41,029 21	.....	4,040 23	67,999 45
Second Commissioner district.....	1,250 49	14,361 92	.....	255 27	24,455 07	.....	2,105 71	42,898 24
Fulton, sole Commissioner district.....	1,817 57	13,778 44	.....	166 45	21,767 99	.....	5,394 92	42,897 47
Genesee, sole Commissioner district.....	7,094 96	24,092 98	.....	8,018 37	60,650 90	.....	5,085 90	101,224 15
Greene, First Commissioner district.....	1,163 67	13,528 82	.....	698 29	51,520 90	.....	818 73	68,783 01
Second Commissioner district.....	1,596 77	11,447 72	.....	147 51	21,203 41	.....	985 39	84,618 98
Hamilton, sole Commissioner district.....	874 10	4,677 60	.....	.....	15,783 68	.....	1,611 02	28,319 46
Herkimer, First Commissioner district.....	2,841 39	15,075 72	.....	514 50	43,574 96	.....	2,450 85	64,684 57
Second Commissioner district.....	14,895 11	17,158 18	.....	1,891 02	43,609 98	.....	1,963 99	90,186 27
Jefferson, First Commissioner district.....	3,680 47	18,655 98	.....	.....	20,541 41	.....	1,093 43	41,070 37
Second Commissioner district.....	4,380 37	18,002 43	.....	1,223 44	24,381 96	.....	1,660 82	54,896 17
Levin, First Commissioner district.....	3,767 46	18,521 86	.....	615 09	24,382 78	.....	1,151 64	53,270 11
Second Commissioner district.....	5,004 78	12,734 90	.....	.....	15,725 94	.....	63 06	1,151 64
Livingson, First Commissioner district.....	2,383 25	13,780 87	.....	.....	17,852 53	.....	1,864 87	40,084 07
Second Commissioner district.....	3,827 92	14,592 81	.....	1,121 07	30,069 01	.....	1,947 01	50,890 24
Madison, First Commissioner district.....	4,869 40	18,916 93	.....	1,749 44	29,058 42	.....	1,182 90	50,448 50
Second Commissioner district.....	3,763 12	18,016 93	.....	3,077 59	38,929 02	.....	3,315 71	66,375 13
Monroe, First Commissioner district.....	3,251 20	18,534 21	.....	1,849 67	40,863 82	.....	5,244 01	70,143 10
Second Commissioner district.....	3,251 20	18,534 21	.....	2,053 96	44,991 07	.....	11,578 60	81,648 67
Montgomery, sole Commissioner district.....	3,708 32	19,834 52	.....	2,611 06	57,368 28	.....	16,056 40	94,390 19
Niagara, First Commissioner district.....	3,073 66	13,747 36	.....	1,162 35	43,574 77	.....	1,174 56	64,494 11
Second Commissioner district.....	1,426 53	9,540 87	.....	400 09	24,570 42	.....	606 96	42,434 86
Oneida, First Commissioner district.....	3,227 54	17,402 98	.....	306 38	21,361 16	.....	2,162 74	34,852 88
Second Commissioner district.....	2,439 20	12,352 80	.....	2,541 08	34,740 67	.....	4,618 08	63,783 73
Fourth Commissioner district.....	2,323 38	17,943 50	.....	209 27	19,900 53	.....	4,448 07	30,657 26
Ontario, First Commissioner district.....	4,443 92	16,041 98	.....	1,065 75	22,898 89	.....	2,240 40	47,592 31
Second Commissioner district.....	3,266 96	15,470 83	.....	1,458 29	32,854 45	.....	3,200 47	58,949 04
Third Commissioner district.....	2,763 87	14,732 40	.....	2,563 26	38,343 59	.....	5,912 78	61,254 51
Ontario, First Commissioner district.....	22,546 29	20,067 96	.....	1,549 83	36,056 06	.....	3,385 74	61,617 73
Second Commissioner district.....	2,922 52	16,393 15	.....	2,574 58	54,453 41	.....	36,277 75	135,780 67
Orange, First Commissioner district.....	3,879 78	15,919 89	.....	2,754 54	37,329 22	.....	5,536 12	87,935 55
Second Commissioner district.....	9,607 20	24,799 00	.....	752 79	48,195 67	.....	16,532 41	95,320 63
Second Commissioner district.....	7,072 33	24,139 27	.....	2,257 34	76,104 12	.....	2,799 47	116,188 05
Orleans, sole Commissioner district.....	3,856 83	15,901 21	.....	1,569 73	25,383 26	.....	3,003 11	81,007 04
Oswego, First Commissioner district.....	1,763 51	13,228 71	.....	1,321 63	21,136 62	.....	2,464 00	46,937 39
Second Commissioner district.....	3,590 23	14,775 59	.....	1,295 44	16,937 70	.....	1,414 23	34,590 98
Third Commissioner district.....	10,465 95	22,611 64	.....	2,777 36	39,413 28	.....	2,566 88	44,812 45
Owego, First Commissioner district.....	6,363 29	25,553 31	.....	2,967 46	89,823 83	.....	4,617 36	90,276 50
Putnam, sole Commissioner district.....	6,046 43	9,671 26	.....	714 12	139,478 67	.....	6,077 57	79,421 25
Queens, First Commissioner district.....	43,778 82	25,672 02	.....	1,200 77	139,478 67	.....	16,127 25	60,145 73
Second Commissioner district.....	87,402 25	34,473 17	.....	1,396 51	190,589 06	.....	26,532 49	298,703 98
			11,000 89			.....	246,010 95	523,773 92

DEPARTMENT OF PUBLIC INSTRUCTION

TABLE No. 5 — (Continued)
RECEIPTS

COUNTIES COMMISSIONER DISTRICTS	1 Amount on hand August 1, 1885	2 Amount appropriated to districts	3 Proceeds of gospel and school lands	4 Received from Board of Regents	5 Raised by tax	6 FROM OTHER SOURCES		7 Total
						Teachers' board	Other sources not named	
Rensselaer, First Commissioner district.	\$13,898 73	\$24,908 95	.....	\$1,089 60	\$93,227 09	.....	\$12,423 81	\$120,455 83
Second Commissioner district.	5,199 43	17,822 82	\$92 00	243 71	149,175 23	.....	681 84	70,154 82
Richmond, sole Commissioners district.	40,589 72	23,122 90	45 00	175 00	144,707 56	.....	133,999 84	392,700 92
Rockland, sole Commissioners district.	18,907 89	28,438 30	.....	811 85	75,819 29	.....	45,712 91	180,988 38
St. Lawrence, First Commissioner dist.	5,850 31	23,673 81	360 73	1,284 72	35,208 18	.....	1,844 40	71,495 35
Second Commissioner district.	4,662 91	24,711 92	1,304 10	1,538 41	36,710 90	\$149 50	12,081 85	81,113 09
Third Commissioner district.	5,839 76	23,074 67	63 38	1,289 35	10,091 99	187 00	1,450 73	67,859 32
Saratoga, First Commissioner district.	3,841 67	50,810 41	.....	1,022 25	52,434 73	.....	1,405 45	79,618 91
Second Commissioner district.	43,389 11	23,621 95	.....	1,866 73	85,058 94	.....	4,452 41	159,217 58
Schenectady, towns.	2,422 63	8,994 97	.....	.....	21,172 32	.....	4,154 80	30,727 83
Schoharie, First Commissioner district.	913 91	13,167 96	.....	480 74	19,381 32	.....	1,777 10	37,513 89
Second Commissioner district.	2,082 25	14,211 07	.....	1,569 96	22,081 64	1,562 00	1,651 59	42,568 31
Schoyler, sole Commissioners district.	6,703 57	13,590 69	404 04	462 19	22,288 30	.....	1,647 36	43,193 35
Seneca, sole Commissioners district.	12,508 44	10,068 79	1 173 30	1,856 75	39,743 83	.....	1,636 48	76,917 59
Shenandoah, First Commissioner district.	4,182 32	21,808 59	123 40	2,570 66	38,274 94	164 00	2,912 82	72,946 83
Second Commissioner district.	8,252 43	18,568 11	6 152 25	583 86	32,800 33	.....	1,413 22	57,216 50
Third Commissioner district.	2,828 46	16,667 59	.....	248 86	21,069 01	281 00	314 22	41,380 74
Suffolk, First Commissioner district.	8,949 46	14,868 09	373 91	1,360 86	54,263 58	.....	8,946 83	89,740 84
Second Commissioner district.	8,904 20	24,013 36	4 815 25	1,844 57	106,293 13	.....	14,842 48	154,712 90
Sullivan, First Commissioner district.	2,740 84	12,965 82	.....	182 02	25,492 41	.....	1,725 53	42,705 62
Second Commissioner district.	7,190 91	13,341 72	2 44	194 65	22,629 34	.....	439 97	38,768 93
Tioga, sole Commissioners district.	7,991 44	23,947 54	.....	2,583 77	46,693 81	124 00	3,306 11	92,556 07
Tompkins, First Commissioner district.	2,173 58	9,796 71	154 99	1,705 97	14,034 60	90 00	1,288 84	26,254 89
Second Commissioner district.	2,818 06	11,875 40	828 57	894 34	16,894 10	.....	2,646 45	37,667 98
Ulster, First Commissioner district.	1,845 91	7,880 91	.....	401 82	20,834 15	.....	468 06	31,630 12
Second Commissioner district.	3,261 51	19,116 01	.....	117 03	38,041 23	.....	2,245 10	59,779 83
Third Commissioner district.	2,126 58	18,907 34	.....	539 43	28,965 32	1,254 84	705 80	49,458 41
Warren, First Commissioner district.	2,322 14	9,923 91	.....	1,056 87	29,704 44	.....	672 55	43,678 91
Second Commissioner district.	1,348 88	12,216 41	.....	285 60	18,476 18	.....	555 41	32,062 48
Washington, First Commissioner district.	2,683 91	19,261 49	.....	1,649 08	40,040 82	.....	4,268 27	67,134 17
Second Commissioner district.	1,218 99	21,406 58	.....	1,964 98	43,755 50	410 91	2,770 18	71,866 14

Wayne, First Commissioner district.....	3,816 88	22,013 45	151 38	1,744 85	45,180 90	.....	30,842 75	103,749 21
Second Commissioner district.....	6,253 60	17,576 34	.....	1,382 06	32,514 85	.....	4,782 28	62,609 14
Westchester, First Commissioner district.....	41,921 73	16,435 77	.....	647 35	116,580 36	.....	11,001 86	186,567 07
Second Commissioner district.....	49,241 55	18,228 44	25 81	1,883 85	108,942 54	.....	38,995 87	217,817 56
Third Commissioner district.....	3,419 94	16,142 52	409 98	210 35	52,692 57	.....	3,384 99	76,260 35
W. yoming, First Commissioner district..	3,746 89	15,570 01	.....	2,805 72	26,888 90	.....	6,007 30	55,078 82
Second Commissioner district.....	1,392 97	11,798 55	.....	1,087 97	16,773 06	.....	2,408 46	33,464 01
Yates, sole Commissioner district.....	2,385 15	17,132 00	.....	2,189 50	29,587 79	112 50	4,612 73	56,019 87
Total for towns.....	\$796,446 55	\$1,957,706 12	\$31,759 57	\$137,230 14	\$4,538,199 44	\$19,147 99	\$996,948 69	\$8,477,438 50

CITIES

Albany.....	\$104,762 76	\$44,510 07	.....	\$4,148 64	\$192,430 70	.....	\$4,026 88	\$349,879 05
Amsterdam.....	19 04	9,070 66	.....	43 05	36,966 52	.....	472 08	46,571 35
Anbarn.....	19,687 09	15,496 20	.....	100 01	72,521 94	.....	8,292 70	116,097 93
Binghamton.....	.....	21,356 93	.....	1,144 95	101,500 00	.....	1,795 52	125,797 40
Brooklyn.....	1,342 559 08	421,998 15	.....	100 00	2,570,203 43	.....	655,734 62	4,900,595 28
Buffalo.....	351 656 05	136,243 21	.....	4,089 84	980,628 71	.....	2,407 77	1,475,025 58
Cohoes.....	18 145 22	12 171 66	.....	662 00	38,545 20	.....	25,000 00	94,524 08
Corning.....	3,532 40	4,905 17	.....	345 05	18 697 53	.....	28,713 47	56,193 68
Dunkirk.....	6,421 16	6,900 43	.....	777 65	28,193 49	.....	45,146 50	87,439 23
Elmira.....	35,110 47	17,869 22	.....	2,533 22	68,864 69	.....	11,663 59	136 041 19
Gloversville.....	2,687 24	8,595 75	.....	2,143 89	35,025 00	.....	16 997 75	65,449 63
Hornellsville.....	.....	7,369 23	.....	2,465 70	30,215 92	.....	992 65	41,043 50
Hudson.....	448 52	5,139 60	.....	557 07	21,604 07	.....	666 95	28,416 21
Ithaca.....	1,303 69	6,812 38	\$111 89	2,995 15	25,697 20	.....	4,643 81	41,564 12
Jamestown.....	1,715 30	13,383 36	.....	2,458 33	52,968 01	.....	89,267 52	159,792 52
Johnstown.....	.....	5 302 16	.....	1,184 38	23,417 62	.....	2,282 63	32,186 79
Kingston.....	1,757 98	12,025 55	.....	2,059 04	56 647 26	.....	7,294 15	79,783 98
Little Falls.....	24 34	3,630 14	.....	1,817 93	19,025 00	.....	891 72	25,389 13
Lockport.....	9,116 84	9,704 02	.....	1,724 77	35,000 00	.....	18,158 44	73,704 07
Long Island City.....	37,901 00	20,440 84	.....	1,051 76	96,141 19	.....	40,786 67	196,321 46
Middletown.....	21,208 33	6,835 28	.....	1,387 66	26,425 00	.....	61,046 69	116,902 96
Mount Vernon.....	79,209 06	9 319 11	.....	414 80	56,798 82	.....	6,865 60	152,607 39
Newburgh.....	164 47	13,566 18	798 22	587 69	62,600 00	.....	2,241 52	80,018 08
New York.....	.....	693,771 62	.....	24,875 32	4,550 334 36	.....	1,767,200 10	7,036,181 40
Niagara Falls.....	499 77	7,673 83	.....	990 50	41,516 02	.....	334 04	51,014 16
Ogdensburg.....	7,535 40	7,765 15	.....	804 03	20,858 46	.....	1,058 55	38,021 59
Olean.....	16,116 06	6,750 20	.....	174 71	33,955 00	.....	15,458 45	72,454 42
Oswego.....	998 28	11,682 20	.....	1,305 90	34,400 00	.....	6,239 55	54,625 93
Poughkeepsie.....	22,000 55	11,957 01	.....	1,078 09	39,715 00	.....	1,961 61	76,712 26
Rochester.....	202,083 24	85,008 89	.....	3,265 14	486,459 21	.....	1,994 77	778,811 25
Rome.....	.....	6,837 96	.....	1 749 86	19,864 45	.....	4,520 24	32,972 51
Schenectady.....	.....	9 658 26	.....	356 97	32,000 00	.....	1,647 95	43,063 18
Syracuse.....	217,874 89	49,884 17	.....	3,058 27	282,446 44	.....	3,941 16	557,204 93
Troy.....	86,977 72	28,900 53	.....	2,090 47	117,704 75	.....	1,956 38	237,638 85

TABLE No. 5—(Continued)
RECEIPTS

CITIES	1	2	3	4	5	6		7
	Amount on hand August 1, 1895	Amount apportioned to district	Proceeds of gospel and school lands	Received from Board of Regents	Raised by tax	FROM OTHER SOURCES		Total
						Teachers' board	Other sources not named	
Utica.....	\$12,016 15	\$26,378 08	.....	\$1,088 55	\$105 500 00	.....	\$167,042 62	\$312,025 40
Watertown.....	.....	11,137 57	.....	1,191 99	40,000 00	.....	31,244 01	83,573 57
Watervliet.....	437 03	5,723 07	.....	354 29	17,624 29	.....	.....	24,138 68
Yonkers.....	24,643 12	15,195 30	.....	410 00	130,349 00	.....	93,284 88	263,882 30
Total for cities.....	\$2,628,612 25	\$1,791,038 14	\$910 11	\$77,586 66	\$10,602,844 34	.....	\$3,133,273 54	\$18,234,265 04
Total for towns.....	\$796,446 55	\$1,957,706 12	\$31,759 57	\$137,230 14	\$4,538,199 44	\$19,147 99	\$996 948 09	\$8,477,438 50
Total for State.....	\$3,425,058 80	\$3,748,744 26	\$32,669 68	\$214,816 80	\$15,141,043 78	\$19,147 99	\$4,130,222 23	\$26,711,703 54

TABLE No. 5—(Continued)
PAYMENTS

COUNTIES COMMISSIONER DISTRICTS	8	9	10	11	12	13	14	15
	For teachers' wages	For libraries	For school apparatus	For school-houses, sites, fences, out-buildings, repairs, furniture, etc.	For all other incidental expenses	Forfeited in hands of supervisors first Tuesday of March, 1896	Amount remaining on hand July 31, 1896	Total
Albany, First Commissioner district	\$18,166 82	\$100 15	\$38 69	\$1,324 26	\$2,833 84	.....	\$913 75	\$23,377 51
Second Commissioner district	11,645 41	25 00	39 08	358 00	1,104 37	\$18 60	550 93	13,741 39
Third Commissioner district	25,938 61	155 00	80 59	3,024 13	4,819 52	.....	3,854 70	37,872 55
Allegany, First Commissioner district	35,005 30	352 68	363 48	2,362 75	3,715 00	.....	3,311 86	45,111 07
Second Commissioner district	53,381 44	1,422 34	935 50	5,558 27	16,994 68	.....	7,677 75	85,969 98
Broome, First Commissioner district	33,373 76	453 38	699 02	6,610 76	6,010 10	.....	4,345 78	51,492 80
Second Commissioner district	30,916 97	532 09	496 68	9,132 79	5,012 39	.....	2,673 77	48,764 69
Cattaraugus, First Commissioner district	68,969 30	911 04	838 10	15,298 54	20,243 49	.....	30,028 80	136,289 27
Second Commissioner district	68,881 60	1,299 52	653 70	13,252 43	15,080 96	33 98	6,605 30	105,807 49
Cayuga, First Commissioner district	32,233 54	300 88	309 63	4,458 07	4,673 11	4 81	2,745 84	44,725 88
Second Commissioner district	38,410 01	373 03	341 73	5,505 14	5,055 57	.....	3,679 64	53,365 12
Chautauqua, First Commissioner district	20,344 90	596 57	113 04	2,414 58	5,491 80	.....	3,323 51	41,284 40
Second Commissioner district	45,728 95	742 35	532 14	8,454 27	7,658 78	.....	5,628 45	68,744 94
Third Commissioner district	32,446 62	179 85	541 18	1,963 37	4,912 82	.....	4,220 02	44,263 86
Chemung, sole Commissioner district	34,011 27	282 65	1,467 18	11,173 92	7,691 29	23 84	3,336 79	57,986 94
Chenango, First Commissioner district	46,828 02	658 75	579 35	19,499 51	6,988 99	.....	5,031 60	79,586 22
Second Commissioner district	38,146 99	347 08	240 20	4,848 53	6,047 62	.....	6,066 37	56,296 79
Clinton, First Commissioner district	40,455 48	282 05	53 28	5,898 62	10,731 96	2 11	3,525 76	60,949 26
Second Commissioner district	30,188 70	380 15	17 20	3,506 39	4,287 41	.....	2,247 31	40,627 16
Columbia, First Commissioner district	27,463 75	252 20	465 38	4,223 71	2,811 48	.....	1,146 48	36,363 00
Second Commissioner district	39,682 28	683 18	350 85	5,271 09	7,141 43	.....	5,065 06	58,173 89
Cortland, First Commissioner district	31,683 91	732 29	60 46	4,672 09	4,730 98	1 94	4,306 74	46,188 41
Second Commissioner district	21,615 66	382 55	52 23	4,201 08	3,106 87	.....	1,857 09	31,215 48
Delaware, First Commissioner district	60,089 81	362 55	1,146 59	11,145 84	9,424 91	93 03	4,000 96	86,243 69
Second Commissioner district	55,911 90	289 28	575 04	5,595 26	6,749 34	11 45	3,093 29	72,225 56
Dutchess, First Commissioner district	68,138 67	468 99	787 61	13,479 19	13,987 98	.....	6,029 44	102,891 86
Second Commissioner district	35,394 67	535 82	721 37	3,213 12	5,272 16	.....	4,532 76	49,669 90
Erie, First Commissioner district	63,177 43	1,444 61	2,293 86	15,070 17	19,282 21	14 43	14,138 57	115,421 28
Second Commissioner district	43,711 60	887 41	658 01	30,477 66	12,447 44	.....	2,594 86	90,776 98
Third Commissioner district	28,626 69	285 24	337 06	2,586 80	4,067 84	.....	1,852 43	37,755 06

TABLE No. 5—(Continued)
PAYMENTS

COUNTIES	8	9	10	11	12	13	14	15
	For teachers' wages	For libraries	For school apparatus	For school-houses, sites, fences, out-buildings, repairs, furniture, etc.	For all other incidental expenses	Forfeited in hands of Supervisors first Tuesday of March, 1896	Amount remaining on hand July 31, 1896	Total
Essex, First Commissioner district	\$27,314 25	\$484 06	\$444 03	\$7,108 44	\$4,406 69	.....	\$1,767 52	\$41,584 99
Second Commissioner district	42,585 00	246 06	484 43	5,117 99	8,287 27	.....	3,837 23	60,557 98
Franklin, First Commissioner district	44,346 76	1,168 90	568 07	5,285 99	11,382 79	.....	4,647 34	67,389 85
Second Commissioner district	30,318 05	215 05	1,429 40	4,740 67	4,528 90	.....	1,706 17	42,938 24
Fulton, sole Commissioner district	30,766 74	123 09	145 12	6,754 83	2,969 76	\$4 91	2,103 02	42,867 47
Genesee, sole Commissioner district	63,995 88	1,637 50	817 56	7,172 88	19,897 93	10 00	7,692 40	101,224 15
Greene, First Commissioner district	35,038 04	1,384 69	582 00	24,524 01	6,255 97	.....	998 30	68,783 01
Second Commissioner district	13,721 24	112 47	117 70	4,054 63	3,686 39	.....	1,225 53	34,616 99
Hamilton, sole Commissioner district	43,684 61	60 86	193 07	5,220 26	2,732 69	51 79	1,339 57	28,319 48
Herkimer, First Commissioner district	48,663 98	524 71	499 64	6,889 36	9,585 33	17	3,500 75	64,684 57
Second Commissioner district	30,051 42	637 77	309 60	5,809 19	8,074 15	35	16,691 23	80,186 27
Jefferson, First Commissioner district	39,310 72	298 35	300 20	2,877 29	4,149 12	1 12	3,392 87	41,070 37
Second Commissioner district	38,100 85	466 24	779 96	4,631 87	5,572 05	.....	4,195 33	54,956 17
Third Commissioner district	24,812 70	445 06	529 39	14,507 35	5,600 81	.....	2,422 36	61,605 82
Lewis, First Commissioner district	29,206 50	319 41	402 93	2,125 17	2,700 52	13 42	2,901 96	33,276 11
Second Commissioner district	36,130 50	59 97	260 06	2,752 18	3,411 86	04	4,373 46	40,064 07
Livingston, First Commissioner district	32,984 06	521 91	830 77	5,994 22	5,214 54	.....	2,188 30	50,880 24
Second Commissioner district	41,638 16	1,061 03	233 70	7,740 99	5,292 59	32 82	3,101 31	50,446 50
Madison, First Commissioner district	48,734 93	673 86	314 71	7,933 23	8,881 31	12 04	4,092 94	63,546 25
Second Commissioner district	49,065 03	890 18	406 20	4,226 92	11,206 37	.....	4,111 53	69,575 13
Monroe, First Commissioner district	47,300 97	591 06	658 32	4,672 51	9,903 98	.....	5,251 60	70,143 10
Second Commissioner district	58,932 30	339 49	596 59	18,138 09	8,416 84	05	6,856 64	81,648 67
Niagara, First Commissioner district	39,905 15	867 77	959 71	17,925 20	10,802 49	1 00	4,831 72	94,380 19
Second Commissioner district	29,007 70	607 46	962 65	12,155 32	7,909 87	.....	2,952 66	64,494 11
Oneida, First Commissioner district	23,413 47	509 47	234 83	4,926 36	4,505 82	.....	3,250 68	42,434 86
Second Commissioner district	42,701 12	163 05	545 61	3,791 11	5,398 09	55 81	1,465 74	34,852 88
Third Commissioner district	23,896 02	837 32	778 10	3,765 87	10,486 53	.....	4,104 79	62,733 73
Fourth Commissioner district	35,990 66	235 92	456 82	8,282 96	3,876 50	.....	3,109 06	39,857 28
Onondaga, First Commissioner district	39,265 14	108 11	559 03	2,980 90	5,456 44	.....	2,481 17	47,582 31
Second Commissioner district	41,329 68	201 40	1,246 16	5,546 29	7,739 06	.....	4,955 59	61,254 51
Third Commissioner district	41,439 75	697 70	308 06	6,439 93	8,967 60	5 00	3,506 54	61,617 73
		513 49	410 58	8,298 84	7,921 91	.....	3,033 16	

Ontario, First Commissioner district.....	51,875 89	1,117 71	440,64	47,045 77	9,475 75	.....	25,783 91	185,739 67
Second Commissioner district.....	46,732 18	865 40	391 09	4,611 63	10,894 59	.....	4,440 66	67,935 55
Orange, First Commissioner district.....	49,363 58	367 86	1,269 12	16,724 80	15,012 19	.....	2,583 10	85,320 65
Second Commissioner district.....	74,759 76	1,811 92	595 01	10,901 97	17,621 69	536 81	9,960 89	116,188 05
Orleans, sole Commissioner district.....	55,274 26	610 64	670 56	5,996 75	11,443 14	.....	7,011 69	81,007 04
Oswego, First Commissioner district.....	34,461 86	254 50	142 54	4,033 94	5,661 81	.....	4,882 74	48,937 39
Second Commissioner district.....	25,576 76	280 00	399 38	2,571 82	3,409 29	38	2,293 35	34,530 98
Third Commissioner district.....	31,964 40	423 79	267 36	3,228 40	5,519 18	.....	3,409 82	44,812 45
Otaego, First Commissioner district.....	51,664 21	250 20	576 23	13,459 97	10,142 47	29 63	4,153 79	80,276 50
Second Commissioner district.....	55,464 88	1,151 43	815 24	6,270 87	9,065 84	.....	6,652 99	79,421 25
Putnam, sole Commissioner district.....	30,828 58	19 82	595 46	19,902 54	5,431 19	20 92	3,347 22	60,145 73
Queena, First Commissioner district.....	100,240 53	906 66	4,235 53	55,705 05	35,321 31	.....	42,354 90	238,763 98
Second Commissioner district.....	142,298 23	2,382 67	5,541 27	206,566 00	69,332 26	.....	97,652 49	523,772 92
Rensselaer, First Commissioner district.....	63,705 07	904 31	2,462 08	27,328 81	12,869 17	.....	13,186 44	120,455 88
Second Commissioner district.....	47,169 52	441 75	550 87	6,443 79	8,560 82	2 15	6,985 92	70,154 82
Richmond, sole Commissioner district.....	117,561 79	783 94	4,658 96	166,695 24	63,258 27	494 09	39,247 73	392,700 02
Rockland, sole Commissioner district.....	70,900 39	526 50	377 31	34,215 20	16,927 30	.....	37,151 56	160,098 26
St. Lawrence, First Commissioner district.....	48,166 05	586 24	808 66	3,844 35	11,852 76	.....	6,237 29	71,495 35
Second Commissioner district.....	49,136 49	673 58	790 72	17,121 65	7,053 18	.....	6,337 47	81,113 09
Third Commissioner district.....	45,830 50	165 79	521 02	6,396 10	8,703 26	.....	6,042 05	67,659 32
Saratoga, First Commissioner district.....	52,620 88	948 67	253 99	6,415 42	15,636 80	.....	3,483 15	79,018 91
Schenectady, sole Commissioner district.....	67,979 13	640 73	2,123 70	17,064 84	16,789 22	.....	54,740 16	159,337 78
Schoharie, First Commissioner district.....	21,759 00	136 55	185 28	9,485 57	3,181 38	.....	1,980 05	36,727 83
Second Commissioner district.....	28,577 08	122 75	21 65	2,225 49	5,929 30	.....	737 61	37,613 88
Third Commissioner district.....	33,434 85	366 44	388 95	1,687 91	4,650 30	.....	2,339 76	42,868 21
Schuyler, sole Commissioner district.....	31,574 87	327 98	425 75	1,969 36	4,772 99	.....	6,094 30	45,165 25
Seneca, sole Commissioner district.....	46,109 31	523 19	329 09	7,776 91	10,488 39	.....	10,790 70	76,017 59
Stauben, First Commissioner district.....	52,245 78	521 58	743 92	4,490 67	8,920 56	.....	5,124 32	72,046 83
Second Commissioner district.....	39,053 51	675 53	398 29	6,601 53	8,138 31	.....	2,349 03	57,216 20
Third Commissioner district.....	31,310 89	371 52	423 96	3,029 56	3,705 51	.....	2,545 30	41,386 74
Suffolk, First Commissioner district.....	51,418 31	807 97	1,015 27	16,356 98	10,595 93	.....	9,546 37	89,780 83
Second Commissioner district.....	87,175 68	1,319 10	2,577 94	18,973 18	34,071 69	06	10,595 34	154,712 99
Sullivan, First Commissioner district.....	30,719 58	260 44	263 78	3,726 10	4,884 86	.....	2,851 16	42,705 92
Second Commissioner district.....	29,391 07	74 00	164 90	4,996 88	2,790 48	.....	1,378 70	38,796 03
Tioga, sole Commissioner district.....	64,106 20	1,259 58	589 17	4,849 87	12,505 65	4 05	9,242 15	92,556 67
Tompkins, First Commissioner district.....	19,188 64	146 00	115 24	3,590 42	3,044 43	3 08	3,167 08	29,254 89
Second Commissioner district.....	25,465 11	267 15	204 07	4,470 44	3,781 14	3 94	3,496 01	37,687 86
Ulatser, First Commissioner district.....	22,015 97	301 64	638 55	2,541 72	3,559 56	.....	1,972 68	31,030 12
Second Commissioner district.....	43,106 32	723 85	290 33	6,431 21	5,449 75	.....	3,778 47	59,779 93
Third Commissioner district.....	36,758 83	638 59	305 05	6,262 66	3,697 11	.....	1,796 17	49,458 41
Warren, First Commissioner district.....	27,049 46	664 86	221 19	7,161 23	5,835 14	.....	2,747 03	43,678 91
Second Commissioner district.....	26,761 82	54 05	309 35	1,693 98	2,404 62	20 20	1,438 51	32,682 48
Washington, First Commissioner district.....	46,149 28	695 83	1,166 95	5,529 61	10,183 34	.....	4,209 16	67,934 17
Second Commissioner district.....	50,978 38	1,004 28	641 85	2,554 31	11,865 56	17 15	4,604 61	71,666 14
Wayne, First Commissioner district.....	53,448 60	847 48	511 23	32,805 29	11,641 89	47 53	4,447 19	103,749 21
Second Commissioner district.....	38,326 08	796 87	627 16	9,510 14	10,896 33	.....	2,462 56	62,609 14
Westchester, First Commissioner district.....	79,550 58	352 07	1,114 78	20,832 66	45,008 60	.....	39,708 88	196,567 07
Second Commissioner district.....	80,754 85	1,492 58	4,408 93	66,862 64	33,110 70	.....	30,777 86	217,317 56
Third Commissioner district.....	50,436 89	815 52	1,088 18	7,942 23	12,155 53	.....	4,872 50	76,260 35

TABLE No. 5 — (Concluded)
PAYMENTS

COUNTIES	8	9	10	11	12	13	14	15
	For teachers' wages	For libraries	For school apparatus	For school-houses, sites, fences, out-buildings, repairs, furniture, etc.	For all other incidental expenses	Forfeited in hands of Supervisors first Tuesday of March, 1896	Amount remaining on hand July 31, 1896	Total
Wyoming, First Commissioner district.....	\$37,535 63	\$336 84	\$267 09	\$5,449 88	\$6,072 45	.....	\$5,416 93	\$55,078 82
Second Commissioner district.....	23,545 58	4 6 28	343 39	2,630 20	3,949 09	\$5 90	2,563 57	33,464 01
Yates, sole Commissioner district.....	34,953 52	527 42	260 92	4,666 56	11,069 45	.....	4,532 80	56 019 67
Total for towns.....	\$4,944,544 82	\$64,784 74	\$81,641 78	\$1,417,280 44	\$1,121,929 02	\$1,578 60	\$845,679 10	\$8,477,438 50
CITIES.								
Albany.....	\$186,006 08	\$1,488 20	\$6,760 89	\$20,665 92	\$41,561 65	.....	\$93,396 31	\$349,879 05
Amsterdam.....	25,389 34	192 33	500 00	3,890 14	12,059 85	.....	4,539 69	46,571 35
Auburn.....	51,752 50	720 92	1,136 41	34,907 78	18,526 31	.....	9,045 01	116,097 93
Binghamton.....	76,580 38	2,604 10	3,096 25	15,957 71	21,428 56	.....	6,130 40	125,797 40
Brooklyn.....	2,244,941 91	31,420 06	193,303 91	843,894 31	307,630 11	.....	1,369,395 98	4,990,595 28
Buffalo.....	686,385 00	4,064 04	32,441 74	437,866 33	176,004 47	.....	137,573 40	1,475,025 58
Cohoes.....	37,096 75	821 62	810 00	28,210 00	26,400 00	.....	1,685 71	94,524 08
Corning.....	16,658 50	.....	.....	29,390 30	8,168 81	.....	1,976 07	56,193 68
Dunkirk.....	20,857 50	239 63	579 94	33,822 13	7,690 95	.....	24,249 08	87,439 23
Elmira.....	62,452 75	724 60	792 60	45,183 76	20,373 49	.....	6,513 99	136,041 19
Gloversville.....	27,640 50	255 07	202 27	16,277 08	15,570 87	.....	5,503 84	65,449 63
Hornellsville.....	23,044 75	275 41	49 26	1,122 04	9,965 57	.....	6,586 47	41,043 50
Hudson.....	13,248 08	282 48	.....	1,418 38	4,174 70	.....	9,292 57	28,416 21
Ithaca.....	23,191 26	443 32	1,127 07	6,144 67	10,206 55	.....	451 25	41,564 12
Jamestown.....	43,120 13	1,086 87	3,739 63	70,331 00	13,513 58	.....	28,001 31	159,792 52
Johnstown.....	16,240 65	462 70	608 28	3,604 87	11,270 29	.....	.....	32,186 79
Kingston.....	49,323 43	863 13	326 31	11,083 11	15,895 90	.....	2,292 10	79,783 98
Little Falls.....	14,205 00	500 00	108 23	1,727 12	6,847 00	.....	2,001 78	25,389 13
Lockport.....	35,770 89	936 52	444 28	14,517 26	14,509 72	.....	7,435 40	73,704 07
Long Island City.....	86,504 10	814 16	6,689 15	45,381 98	21,936 93	.....	34,985 14	196,321 46
Middletown.....	20,347 99	1,240 41	748 44	11,792 20	7,916 36	.....	74,857 56	116 902 96
Mount Vernon.....	43,777 68	2,183 97	3,805 08	31,194 05	32,052 54	.....	39,594 07	152,607 39
Newburgh.....	50,512 22	4,545 97	4,655 53	6,492 43	13,405 06	.....	400 87	80,018 08
New York.....	3,721,631 50	2,913 67	247,003 13	2,327,364 74	787,268 36	.....	.....	7,036,181 40

Niagara Falls.....	26,833 50	172 30	1,489 84	6,079 97	16,338 41	.....	.....	100 24	51,014 16
Ogdensburg.....	19,959 83	151 47	285 39	3,173 15	5,908 19	.....	.....	8,533 56	38,021 59
Oran.....	24,613 93	136 10	204 94	8,783 83	15,213 78	.....	.....	23,501 84	72,454 42
Owego.....	33,683 12	378 13	650 00	11,197 63	8,717 05	.....	.....	.....	54,625 93
Poughkeepsie.....	35,363 32	8,675 67	2,914 42	4,900 92	7,172 54	.....	.....	22,905 39	76,712 26
Rochester.....	348,407 11	3,143 06	6,313 15	81,257 76	58,946 86	.....	.....	280,743 31	778,811 25
Rome.....	18,952 50	319 41	268 35	6,181 42	7,250 83	.....	.....	.....	32,972 51
Schenectady.....	27,693 79	.....	262 68	7,402 50	8,304 21	.....	.....	.....	43,663 18
Syracuse.....	213,692 07	1,922 28	20,947 89	58,332 17	45,489 17	.....	.....	210,821 35	557,204 93
Troy.....	118,851 34	1,097 50	1,062 57	4,032 39	26,319 05	.....	.....	86,276 00	237,638 85
Utica.....	94,836 97	794 06	1,546 84	50,396 18	22,545 42	.....	.....	141,905 93	312,025 40
Watertown.....	83,327 39	150 05	1,185 03	34,026 65	14,874 45	.....	.....	.....	83,573 57
Watervliet.....	14,861 00	.....	.....	2,178 92	5,955 15	.....	.....	1,143 71	24,138 68
Yonkers.....	86,928 40	447 85	8,060 59	89,783 01	34,013 83	.....	.....	44,648 62	263,882 30
Total for cities.....	\$8,674,683 16	\$71,585 56	\$554,080 09	\$4,410,055 81	\$1,831,066 47	.....	.....	\$2,692,193 95	\$18,234,265 04
Total for towns.....	\$4,944,544 82	\$64,784 74	\$81,641 78	\$1,417,280 44	\$1,121,929 02	.....	\$1,578 60	\$845,679 10	\$8,477,488 50
Total for State.....	\$13,619,227 98	\$136,270 30	\$635,721 87	\$5,827,336 25	\$2,953,995 49	.....	\$1,578 60	\$3,537,873 05	\$26,711,703 54

TABLE No. 6

COUNTIES COMMISSIONER DISTRICTS	Assessed valuation of property taxable in districts	Number of school districts	Number of union free school districts	Average wages paid per week	Districts which paid teachers monthly as required by law	COMPULSORY EDUCATION			
						Number of children between 8 and 16 residing in district June 30, 1896	Number of such children enrolled in public schools	Number of such children in private schools	Average daily attend- ance of pupils be- tween 8 and 16 in public schools
Albany, First Commissioner district	\$4,706,517	45	1	\$387 30	38	.....	.....	.....	.....
Second Commissioner district	2,810,605	54	.....	339 90	38	770	741	.....	332,000
Third Commissioner district	8,408,673	48	2	692 74	46	2,098	2,127	45	.....
Allegany, First Commissioner district	5,815,745	130	3	844 96	82	2,990	2,976	.....	2,087,440
Second Commissioner district	8,909,350	121	10	1,456 72	80	3,310	2,916	.....	1,462,641
Broome, First Commissioner district	6,571,044	115	2	963 54	96	1,890	1,833	.....	1,215,971
Second Commissioner district	6,297,082	98	4	859 09	72	2,096	2,071	.....	1,520 643
Cattaraugus, First Commissioner district	12,312,100	128	6	1,718 87	85	5,690	4,922	22	.....
Second Commissioner district	10,214 796	158	11	1,507 04	106	5,150	4,783	156	1,847,566
Cayuga, First Commissioner district	8,557,372	104	5	616 52	65	2,728	2,597	5	1,260 294
Second Commissioner district	9,968,949	129	3	1,017 00	97	3,019	2,750	.....	1,902,190
Chautauque, First Commissioner district	5,589,111	92	5	854 56	54	1,841	2,039	.....	892,765
Second Commissioner district	10,800,819	96	6	678 31	68	3,214	2,454	260	1,224,608
Third Commissioner district	5,139,900	94	4	927 91	62	2,704	2,500	.....	.....
Chemung, sole Commissioner district	6,039,923	114	4	775 97	104	3,076	2,759	.....	1,832,873
Chenango, First Commissioner district	6,968,880	137	5	.....	136	3,137	3,137	.....	2,213,510
Second Commissioner district	8,001,012	133	5	1,019 39	133	2,581	2,472	.....	1,575,617
Clinton, First Commissioner district	4,260,966	88	2	917 28	23	.....	.....	406	.....
Second Commissioner district	2,710,313	114	3	892 80	94	3,889	3,049	.....	990,781
Columbia, First Commissioner district	7,582,329	73	2	436 30	65	1,821	1,590	7	944,620
Second Commissioner district	11,339,907	94	3	1,049 56	80	2,718	2,483	23	.....
Cortland, First Commissioner district	5,484,801	77	4	483 55	69	2,434	2,223	100	1,736 366
Second Commissioner district	3,544,557	74	2	591 73	57	1,332	1,322	.....	996,040
Delaware, First Commissioner district	6,540,312	179	4	1,216 90	140	4,486	4,187	.....	2,996,016
Second Commissioner district	6,554,795	170	4	1,137 09	117	.....	.....	.....	.....
Dutchess, First Commissioner district	19,815,134	128	10	1,797 18	126	4,586	4,107	610	2,579,612
Second Commissioner district	14,859,778	72	10	603 96	68	2,355	2,044	155	1,280,121
Erle, First Commissioner district	22,630,500	81	6	2,721 84	61	6,770	5,262	475	3,367,853
Second Commissioner district	13,407,579	99	6	763 95	86	4,037	3,401	185	2,230,093
Third Commissioner district	7,328,127	84	4	803 63	67	2,349	1,946	46	1,036,278

Essex, First Commissioner district.....	3,423,769	87	6	565 28	66	2,072	2,030	7	1,270,790
Second Commissioner district.....	6,535 155	87	6	621 65	76	3,070	2,811	124	1,854,157
Franklin, First Commissioner district.....	5,258,173	93	3	1,141 88	64	3,775	3,633	.....	1,357 914
Second Commissioner district.....	3,692,005	88	4	592 20	52	3,278	2,956	104	1,861,163
Fulton, sole Commissioner district.....	3,374,132	105	3	896 30	87	2,566	2,577	.....	1,641,919
Genesee, sole Commissioner district.....	19 265,342	128	7	988 21	104	4,781	4,431	147	3,022,541
Greene, First Commissioner district.....	7,643,683	73	4	1,011 65	67	2,690	2,521	2	1,800,428
Second Commissioner district.....	5,530,335	76	4	937 95	76	1,906	1,872	8	.....
Hamilton, sole Commissioner district.....	1,635,490	38	1	375 29	29	893	913	.....	.....
Herkimer, First Commissioner district.....	8,395,297	93	2	1,281 90	82	2,344	2,283	4	1,023,815
Second Commissioner district.....	8,005,237	96	4	1,316 08	78	2,940	1,900	4	1,477,886
Jefferson, First Commissioner district.....	8,399,826	118	5	905 16	76	2,127	2,144	.....	.....
Second Commissioner district.....	7,980,596	115	3	1,205 85	78	3,074	2,806	.....	1,670 663
Third Commissioner district.....	9,957,660	123	4	1,168 72	63	2,982	2,922	.....	.....
Lewis, First Commissioner district.....	2,742,607	100	4	650 26	77	1,671	1,658	8	762,143
Second Commissioner district.....	4,152,897	115	3	753 86	100	.....	.....	.....	.....
Livingston, First Commissioner district.....	17,072,423	90	1	866 48	92	2,634	2,367	50	1,736,050
Second Commissioner district.....	8,573,247	96	4	560 42	43	2,259	1,926	.....	1,350,243
Madison, First Commissioner district.....	7,987,279	119	4	1,203 88	110	2,401	2,163	.....	1,615,703
Second Commissioner district.....	10,152,836	94	10	1,314 70	80	.....	.....	.....	.....
Monroe, First Commissioner district.....	15 824,609	97	5	1,393 89	84	3,851	3,524	19	.....
Second Commissioner district.....	20,256,592	116	6	1,278 54	105	4,063	3,285	90	1,607,711
Montgomery, sole Commissioner district.....	17,003,756	112	6	1,614 72	102	.....	.....	.....	.....
Niagara, First Commissioner district.....	11,590,837	71	14	1,003 93	46	2,092	1,596	160	421,839
Second Commissioner district.....	8,733,007	90	2	762 30	51	2,263	2,139	36	.....
Oneida, First Commissioner district.....	8,400,076	55	1	432 47	39	2,088	1,707	57	740,891
Second Commissioner district.....	9,059,234	96	3	696 24	77	3,109	2,810	15	2,083,787
Third Commissioner district.....	5,103,752	90	10	561 48	76	2,153	2,024	8	1,399,811
Fourth Commissioner district.....	4,599,386	128	4	945 22	79	2,145	2,058	.....	550,769
Onondaga, First Commissioner district.....	14,605,124	84	5	1,046 51	81	3,182	2,933	.....	1,940,415
Second Commissioner district.....	12,566,865	86	4	580 76	68	3,054	2,842	.....	2,014,502
Third Commissioner district.....	11,037,320	93	6	627 81	93	2,855	2,632	.....	1,509,311
Ontario, First Commissioner district.....	18,771,926	85	6	1,399 79	80	3,583	2,830	285	1,922,874
Second Commissioner district.....	11,906,795	105	4	726 86	46	1,772	.....	.....	.....
Orange, First Commissioner district.....	9,878,393	76	5	682 15	46	2,807	2,647	.....	.....
Second Commissioner district.....	13,731,147	100	7	884 09	71	3,624	3,392	.....	2,163 513
Orleans, sole Commissioner district.....	16,787,813	127	6	1,517 33	97	3,915	3,790	123	949,860
Oswego, First Commissioner district.....	7,849,515	93	6	583 36	122	2,763	2,582	.....	814,454
Second Commissioner district.....	3,709,598	87	1	658 20	85	1,949	1,844	.....	963,360
Third Commissioner district.....	4,693,330	110	4	901 70	62	2,146	2,101	.....	.....
Otaego, First Commissioner district.....	8,437,415	148	5	1,584 78	89	3,137	3,085	.....	2,048,434
Second Commissioner district.....	9,253 014	160	8	1,327 25	181	3,801	3,540	9	.....
Putnam, sole Commissioner district.....	6,214 593	59	6	763 28	52	1,698	1,521	.....	724,743
Queens, First Commissioner district.....	16,820,309	33	3	2,637 90	33	11,238	7,181	91	5,498,307
Second Commissioner district.....	22,771,310	61	21	3,311 70	60	10,015	7,959	1,531	5,208,050
Rensselaer, First Commissioner district.....	16,401,576	83	23	1,475 61	.....	4,374	3,696	408	986,000
Second Commissioner district.....	13,765,909	90	5	1,340 04	67	3,082	2,762	433	1,588,112

TABLE No. 6 — (Concluded)

COUNTIES COMMISSIONER DISTRICTS	Assessed valuation of property taxable in districts	Number of school districts	Number of union free school districts	Average wages paid per week	Districts which paid teachers monthly as required by law	COMPULSORY EDUCATION			
						Number of children between 8 and 16 residing in district June 30, 1896	Number of such children enrolled in public schools	Number of such children in private schools	Average daily attend- ance of pupils be- tween 8 and 16 in public schools
Richmond, sole Commissioner district	\$20,614,242	30	7	\$430 66	28	5,125	5,352	271	1,627.716
Rockland, sole Commissioner district.....	12,283,726	48	5	598 58	48	5,635	4,639	163	3,193.447
St. Lawrence, First Commissioner district.....	10,319,319	154	6	941 46	61	.....	.....	.....	.....
Second Commissioner district.....	11,015,292	179	5	1,392 83	93	3,877	3,704	10	3,474.043
Third Commissioner district	10,609,429	153	8	1,304 93	74	3,769	2,998	.....	.....
Saratoga, First Commissioner district	12,055,832	101	6	1,632 19	88	4,139	4,089	163	2,761.237
Second Commissioner district.....	8,879,192	106	.....	1,625 46	87	4,165	3,815	148	1,982.669
Schenectady, sole Commissioner district.....	5,753,471	60	3	472 30	57	2,176	2,004	.....	1,232.692
Schoharie, First Commissioner district.....	5,117,890	95	2	.....	65	1,707	1,616	.....	872.652
Second Commissioner district.....	7,158,789	98	2	656 80	72	2,150	2,223	.....	1,445.003
Schuyler, sole Commissioner district.....	6,542,920	107	2	945 35	77	1,869	1,654	5	625.801
Seneca, sole Commissioner district.....	16,672,175	94	2	956 06	76	3,355	2,629	273	1,440.750
Steuben, First Commissioner district.....	12,667,238	129	10	1,446 94	88	8,954	8,548	89	2,588.389
Second Commissioner district.....	9,392,452	125	5	782 73	89	2,837	2,786	.....	1,419.659
Third Commissioner district	10,403,363	127	4	795 45	87	4,465	4,169	.....	2,815.056
Suffolk, First Commissioner district	10,096,334	60	6	870 73	58	8,790	3,454	71	2,406.832
Second Commissioner district.....	10,155,938	90	10	2,187 35	75	6,108	3,495	12	2,889.621
Sullivan, First Commissioner district.....	3,518,603	93	2	861 44	72	2,576	2,437	.....	1,368.662
Second Commissioner district.....	2,195,166	91	.....	849 26	61	2,660	471	24	1,294.852
Tioga, sole Commissioner district.....	13,360,141	151	8	847 03	124	4,001	2,913	65	1,448.924
Tompkins, First Commissioner district.....	3,526,011	72	2	458 20	44	1,146	1,069	.....	641.199
Second Commissioner district.....	4,315,276	80	4	762 42	63	1,648	1,567	.....	.....
Ulster, First Commissioner district.....	17,912,184	44	3	388 93	40	5,805	3,976	588	2,317.104
Second Commissioner district.....	6,336,652	98	3	783 53	78	4,282	3,626	43	1,588.072
Third Commissioner district.....	2,697,060	93	4	694 42	71	3,860	3,065	.....	1,353.869
Warren, First Commissioner district	6,782,139	35	2	819 68	31	2,576	1,778	370	1,114.430
Second Commissioner district.....	1,889,559	89	1	843 72	79	2,099	1,953	.....	1,288.974
Washington, First Commissioner district.....	12,001,644	109	4	706 57	51	2,942	2,412	34	1,292.423
Second Commissioner district.....	8,540,244	121	6	757 99	51	4,841	4,655	34	2,953.470
Wayne, First Commissioner district	13,241,000	111	1	2,825 47	67	.....	.....	.....	.....
Second Commissioner district.....	12,008,428	101	6	1,089 66	90	3,610	3,282	1	1,819.000

Westchester, First Commissioner district	13,499 075	13	1,949 75	2,554	2,986	179	1,829,264
Second Commissioner district.....	22,894,757	39	2,469 94	6,577	4,419	682	3,023,590
Third Commissioner district.....	12,277,042	79	723 83	4,042	3,148	246	1,797,273
Wyoming, First Commissioner district	8,139,622	92	625 54	2,988	2,676	.....	1,591,274
Second Commissioner district.....	6,162,713	77	705 00	.....	.....	.....	.....
Yates, sole Commissioner district.....	10,763,218	105	951 04	2,626	2,513	.....	1,903,221
Total	\$1,080,975,411	11,047	\$115,089 73	839,070	\$298,206	9,767	153,499,899

TABLE No. 7.

Statement of the investment of the capital of the school fund
at the close of the fiscal year ending September 30, 1896:

Bonds for lands sold.....	\$68,549 23
Bonds for loans.....	15,670 18
Loans of 1840.....	16,741 00
Middletown bonds.....	22,000 00
Albany city and county bonds.....	160,000 00
New York city and county bonds.....	813,109 72
Bank stock.....	50,000 00
City of Little Falls bonds.....	293,000 00
Comptroller's bonds.....	55,000 00
Town of Wallkill, Orange county, bonds.....	36,500 00
Town of Sidney, Delaware county, bonds.....	30,500 00
Town of Volney, Oswego county, bonds.....	15,000 00
Town of Otsego bonds.....	11,000 00
Town of Cohocton bonds.....	2,000 00
Village of Salem bonds.....	6,000 00
Town of DeWitt bonds.....	15,000 00
Buffalo city bonds.....	200,000 00
Brooklyn city bonds.....	200,000 00
Erie county bonds.....	30,000 00
Ulster county bonds.....	75,000 00
North Hempstead town bonds.....	30,000 00
Union Free School District No. 10, towns of White Creek, Cambridge and Jackson, bonds.....	22,000 00
Mohawk village bonds.....	8,000 00
Northville village bonds.....	32,000 00
Clinton village, Oneida county, bonds.....	44,000 00
Gloversville city bonds.....	8,000 00
Troy city bonds.....	65,000 00
Herkimer village bonds.....	57,000 00
Fort Edward village bonds.....	97,000 00
Glens Falls village bonds.....	142,000 00
Andes town bonds.....	120,000 00
Stamford village bonds.....	12,000 00
Fayetteville village bonds.....	29,000 00
Union Free School District No. 5, DeWitt, bonds.....	6,500 00
Cohocton village bonds.....	25,000 00
Fairport village bonds.....	43,000 00
Niagara Falls city bonds.....	100,000 00
Cherry Valley town bonds.....	39,000 00
Delhi town bonds.....	207,000 00
Hamden town bonds.....	81,000 00
Ilion village bonds.....	30,000 00
Frankfort village bonds.....	50,000 00
Whitehall village bonds.....	23,000 00
Union Free School District No. 11, towns of DeWitt, Pompey and La Fayette, bonds.....	6,000 00
Lowville village bonds.....	98,000 00
Penn Yan village bonds.....	60,000 00
Dolgeville village bonds.....	50,000 00
Camden town bonds.....	8,000 00

STATISTICAL TABLES

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Cortlandville town bonds.....	48,000 00
Fort Edward Union School District coupon bonds.....	8,000 00
Union Free School District No. 8, town of Pomfret, Chautauqua county, bonds	10,000 00
Union Free School District No. 15, town of Evans, Erie county, bonds.....	4,000 00
Richmondville village bonds.....	28,000 00
City of Jamestown, Union Free School District bonds.....	80,000 00
State canal improvement loan.....	500,000 00
Town of Alfred, Allegany county, bonds.....	8,000 00
Village of Alfred, Allegany county, bonds.....	2,500 00
Village of Belmont, Allegany county, bonds.....	28,000 00
Village of Gilbertsville, Otsego county, bonds.....	14,000 00
Village of Gowanda bonds.....	18,000 00
Village of Middleville, Herkimer county, bonds.....	20,000 00
Village of Naples, Ontario county, bonds.....	23,000 00
Village of Williamsville, Erie county, bonds.....	14,000 00
Money in the treasury.....	25,070 64
Total	<u>\$4,448,140 77</u>

TABLE No. 8
Comparative Statistics of the Common Schools of the State for the year ending July 31, 1891, and for the year ending July 31, 1896
STATISTICAL

	1891			1896		
	Cities	Towns	Total	Cities	Towns	Total
Number of school districts.....	595	11,196	11,791	753	11,047	11,800
Number of teachers employed at the same time for the legal term of school.....	9,128	15,231	24,357	11,962	15,982	27,944
Number of children between 5 and 21 years of age*	1,074,630	747,143	1,821,773	1,066,070	585,788	1,651,858
Average number of weeks each school was taught by duly licensed teachers.....	40.2	35.3	37.1	38.9	33.8	35.0
Number of male teachers employed.....	970	4,389	5,359	1,112	4,309	5,421
Number of female teachers employed.....	9,512	17,111	26,623	12,377	16,022	28,399
Number of children attending school.....	513,066	540,978	1,054,044	653,698	522,376	1,176,074
Average daily attendance.....	344,609	305,408	650,017	454,190	317,864	772,054
Number of times schools have been visited by commissioners.....	.....	13,939	13,939	.....	15,267	15,267
Number of volumes in district libraries.....	244,333	584,820	829,153	366,892	632,004	998,896
Number of schoolhouses, log.....	.....	45	45	.....	25	25
Number of schoolhouses, frame.....	56	10,070	10,126	91	10,012	10,103
Number of schoolhouses, brick.....	533	1,040	1,573	650	930	1,580
Number of schoolhouses stone.....	6	322	328	18	301	319
Total number of schoolhouses	595	11,477	12,072	759	11,268	12,027

* For 1896 this item includes those children between the ages of 5 and 18 years only

TABLE No. 8—(Concluded)
FINANCIAL

	1891			1896		
	Cities	Towns	Total	Cities	Towns	Total
RECEIPTS						
Amount on hand at the beginning of the year.....	\$2,393,739 99	\$704,112 75	\$3,097,852 74	\$2,628,612 25	\$796,446 55	\$3,425,058 80
Apportionment of public moneys.....	1,649,900 74	2,115,355 76	3,765,256 50	1,791,038 14	1,957,706 12	3,748,744 26
Proceeds of gospel and school lands.....	1,062 94	29,383 31	30,446 25	910 11	31,759 57	32,669 68
Received from Board of Regents .....	.....	.....	.....	77,586 66	187,230 14	214,816 80
Raised by tax	8,460,756 44	3,692,593 47	12,153,349 91	10,602,844 34	4,538,199 44	15,141,043 78
Estimated value of teachers' board.....	.....	46,794 24	46,794 24	.....	19,147 99	19,147 99
From all other sources.....	36,972 41	538,446 24	1,175,418 65	3,183,273 54	996,948 69	4,180,222 23
Total.....	\$18,142,432 52	\$7,126,685 77	\$20,269,118 29	\$18,234,265 04	\$8,477,438 50	\$26,711,703 54
EXPENDITURES						
For teachers' wages	\$6,564,365 94	\$4,448,620 49	\$11,012,986 43	\$8,674,663 16	\$4,944,544 82	\$13,619,227 98
For libraries	24 620 41	27,538 94	52,159 35	71,585 56	64,784 74	136,270 30
For school apparatus	840,236 10	53,928 85	394,162 95	564 080 09	81,641 78	635,721 87
For schoolhouses, sites, etc.....	2,707,165 70	998,798 41	3,705,964 11	4,410,055 81	1,417,280 44	5,827,336 25
For all other incidental expenses	1,213,205 64	786,440 18	2,008,645 82	1,831,666 47	1,121,929 02	2,953,595 49
Forfeited in hands of supervisors.....	.....	916 63	916 63	.....	1,578 60	1,578 60
Amount on hand at the end of the year	2,292,838 78	801,444 27	3,094,283 00	2,692,193 95	845,679 10	3,537,873 05
Total.....	\$13,142,432 52	\$7,126,685 77	\$20,269,118 29	\$18,234,265 04	\$8,477,438 50	\$26,711,703 54

EXHIBIT No. 2

GENERAL SCHOOL STATISTICS

1. COMPARATIVE TABLES, pp. 45-58
 2. STATEMENTS OF COMMON SCHOOL FUND, FREE SCHOOL FUND,
AND OF STATE SCHOOL MONEYS RECEIVED AND APPORTIONED,
pp. 58-65
 3. STATISTICAL CHARTS, BETWEEN pp. 66 and 67
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EXHIBIT No. 2

GENERAL SCHOOL STATISTICS

Comparative Tables, Statements of Common School Fund, Free School Fund, and of State School Moneys Received and Apportioned.

SCHOOL DISTRICTS

The number of school districts in the towns of the State on the 31st of July, 1895, and the 31st of July, 1896, was:

1895	11,089
1896	11,047
Decrease	42

SCHOOLHOUSES

The number of schoolhouses, with their classification according to the materials of which they are constructed, was as follows at the close of the years 1895 and 1896:

1895	Log	Frame	Brick	Stone	Total
Cities.....	.....	77	596	10	683
Towns.....	33	9,995	579	295	11,302
Totals.....	33	10,072	1,175	305	11,985
1896					
Cities.....	.....	91	650	18	759
Towns.....	25	10,012	930	301	11,268
Totals.....	25	10,103	1,580	319	12,027

The following table shows a steady improvement in the character of school buildings in respect to the material with which they were constructed, during the period from 1865 to 1896.

	Log	Frame	Brick	Stone	Totals
1865	202	9,874	1,010	532	11,618
1875	90	10,004	1,255	439	11,788
1885	70	10,083	1,386	373	11,912
1895	33	10,072	1,575	305	11,985
1896	25	10,103	1,580	319	12,027

COST AND VALUE OF SCHOOLHOUSES AND SITES

The amount expended during the last eleven years for schoolhouses, outbuildings, sites, fences, furniture and repairs, is as follows:

Years	Cities	Towns	State
1886	\$1,405,773 51	\$870,681 87	\$2,276,455 38
1887	1,587,249 38	806,754 97	2,394,004 35
1888	1,855,433 73	1,011,087 81	2,866,521 54
1889	2,538,025 22	1,206,534 42	3,744,559 64
1890	3,634,917 07	958,347 90	4,593,264 97
1891	2,707,165 70	998,798 41	3,705,964 11
1892	2,669,918 80	1,255,272 30	3,925,191 10
1893	2,688,966 92	1,372,126 06	4,061,092 98
1894	2,916,950 21	1,222,345 66	4,139,295 87
1895	3,493,724 50	1,365,410 96	4,859,135 46
1896	4,410,055 81	1,417,280 44	5,827,336 25

The aggregate value of schoolhouses and sites in 1886 and in each successive year is shown to be as follows:

	Cities	Towns	State
1886	\$23,508,511	\$12,153,573	\$35,662,084
1887	24,217,240	12,159,313	36,376,553
1888	25,003,559	12,414,796	37,418,355
1889	26,237,456	13,116,902	39,354,358
1890	27,976,561	13,630,174	41,606,735
1891	30,491,922	19,521,569	50,013,491
1892	32,281,222	14,783,185	47,064,407
1893	34,131,958	15,781,647	49,913,605
1894	37,108,595	15,917,724	53,026,319
1895	39,361,473	14,038,543	53,400,016
1896	43,901,074	16,432,052	60,333,126

The average value of schoolhouses and sites in the towns, in the same years, was:

1886	\$1,052 80
1887	1,061 67
1888	1,084 83
1889	1,145 58
1890	1,191 03
1891	1,700 92
1892	1,296 54
1893	1,384 59
1894	1,402 81
1895	1,266 89
1896	1,458 20

The average value of schoolhouses and sites in the cities for 1896, was \$57,841.00.

CHILDREN

The whole number of children between the ages of 5 and 21 years, as reported, was:

Years	Cities	Towns	State
1894	1,208,885	723,440	1,932,325
1895	1,251,328	694,917	1,946,245
1896 (5-18 years)	1,066,070	585,788	1,651,858

ATTENDANCE

The whole number in attendance, in each of the last ten years, is shown in the following table:

Years	Cities	Towns	State
1887	479,923	557,889	1,037,812
1888	481,909	551,360	1,033,269
1889	488,203	545,610	1,033,813
1890	501,449	540,711	1,042,160
1891	513,066	540,978	1,054,044
1892	538,660	534,433	1,073,093
1893	550,634	532,594	1,083,228
1894	589,363	535,635	1,124,998
1895	616,613	541,730	1,158,343
1896	653,698	522,376	1,176,074

The whole number of days of attendance, for each of the last five years, was as follows:

Years	Cities	Towns	State
1892	69,839,975	54,280,277	124,120,252
1893	69,980,096	53,551,451	123,531,547
1894	79,669,048	55,860,721	135,529,769
1895	81,982,040	57,812,941	139,794,981
1896	89,826,846	56,665,619	146,492,465

The following statement shows the average daily attendance of pupils:

Years	Cities	Towns	State
1885	296,152	314,867	611,019
1886	304,667	321,146	625,813
1887	312,446	313,164	625,610
1888	318,763	311,832	630,595
1889	324,337	313,150	637,487
1890	336,018	306,966	642,984
1891	344,609	305,408	650,017
1892	361,767	303,807	665,574
1893	371,551	316,546	688,097
1894	407,955	313,108	721,063
1895	429,114	328,580	757,694
1896	454,190	317,864	772,054

The average time each pupil in the towns attended school was twenty-one and three-fifths weeks; in the cities, twenty-seven and two-fifths weeks.

The following table shows for each commissioner district and city of the State, (1) the number of children of school age for each qualified teacher; (2) the whole number of children attending school any portion of the year for each qualified teacher; (3) the average daily attendance per teacher; (4) the percentage of daily attendance based on total enrollment; (5) cost per pupil based on average daily attendance.

COUNTIES — COMMISSIONER DISTRICTS							
	1	2	3	4	5		
	Number of children over 5 and under 18 years of age for each qualified teacher	Whole number of children attending school in each year for each qualified teacher	Average daily attendance per teacher	Percentage of daily attendance based on total enrollment	Cost per pupil based on average daily attendance		
Albany, First Commissioner district	47	41	22	51.8	\$20.44		
Second Commissioner district	34	21	11	50.0	22.86		
Third Commissioner district	50	42	26	59.2	19.96		
Allegany, First Commissioner district	24	24	18	64.5	16.57		
Second Commissioner district	33	33	21	61.4	20.88		
Broome, First Commissioner district	23	24	14	56.9	24.88		
Second Commissioner district	25	26	16	62.8	23.40		
Cattaraugus, First Commissioner district	38	36	23	60.8	17.08		
Second Commissioner district	33	30	21	67.5	19.86		
Cayuga, First Commissioner district	27	26	16	61.6	19.78		
Second Commissioner district	25	26	15	58.8	21.37		
Chautauque, First Commissioner district	26	27	17	63.8	18.85		
Second Commissioner district	38	31	21	65.9	20.49		
Third Commissioner district	29	29	19	67.5	16.38		
Chemung, sole Commissioner district	32	29	19	63.2	21.30		
Chenango, First Commissioner district	26	25	16	64.2	26.31		
Second Commissioner district	23	23	14	59.4	23.27		
Clinton, First Commissioner district	46	35	22	60.0	16.11		
Second Commissioner district	45	40	21	51.4	14.51		
Columbia, First Commissioner district	34	31	17	53.5	24.88		
Second Commissioner district	35	33	18	56.1	23.70		
Cortland, First Commissioner district	32	28	19	66.1	19.13		
Second Commissioner district	22	23	14	64.2	21.76		

DEPARTMENT OF PUBLIC INSTRUCTION

COUNTIES - COMMISSIONER DISTRICTS						
1	2	3	4	5	6	7
Number of children over 5 and under 18 years of age for each qualified teacher	Whole number of children attending any portion of the year for each qualified teacher	Average daily attendance per teacher	Percentage of daily attendance based on total enrollment	Cost per pupil based on average daily attendance		
Delaware, First Commissioner district.....	26	29	18	60.7	\$21.26	
Second Commissioner district.....	22	22	14	60.8	25.45	
Dutchess, First Commissioner district.....	40	35	20	56.2	26.70	
Second Commissioner district.....	42	35	20	57.1	23.53	
Erie, First Commissioner district.....	57	42	27	63.1	22.24	
Second Commissioner district.....	45	37	23	60.9	27.97	
Third Commissioner district.....	36	32	19	61.5	16.81	
Essex, First Commissioner district.....	30	30	18	57.2	20.87	
Second Commissioner district.....	37	35	23	54.5	21.37	
Franklin, First Commissioner district.....	37	36	22	57.7	19.26	
Second Commissioner district.....	42	41	23	56.1	15.18	
Fulton, sole Commissioner district.....	31	31	17	59.0	19.62	
Genesee, sole Commissioner district.....	39	37	23	61.7	21.41	
Greene, First Commissioner district.....	37	34	21	62.2	31.44	
Second Commissioner district.....	30	29	17	59.5	21.59	
Hamilton, sole Commissioner district.....	27	24	18	73.5	29.74	
Herkimer, First Commissioner district.....	29	28	18	63.4	26.07	
Second Commissioner district.....	29	29	19	66.4	22.88	
Jefferson, First Commissioner district.....	24	24	15	60.4	18.51	
Second Commissioner district.....	29	28	17	60.3	19.02	
Third Commissioner district.....	26	27	17	62.8	21.58	
Lewis, First Commissioner district.....	24	24	14	55.3	19.65	
Second Commissioner district.....	32	29	17	58.3	15.65	

Livingston, First Commissioner district.....	38	33	21	63.8	19 69
Second Commissioner district.....	30	27	18	65.2	22 51
Madison, First Commissioner district.....	23	24	15	61.4	25 77
Second Commissioner district.....	35	34	21	62.0	20 24
Monroe, First Commissioner district.....	42	37	23	60.9	19 79
Second Commissioner district.....	44	38	23	60.2	22 49
Montgomery, sole Commissioner district.....	38	35	22	61.9	25 85
Niagara, First Commissioner district.....	53	39	23	58.9	24 00
Second Commissioner district.....	37	35	20	57.4	17 54
Oneida, First Commissioner district.....	42	35	22	61.9	19 01
Second Commissioner district.....	29	29	18	60.5	22 80
Third Commissioner district.....	29	28	17	58.8	20 84
Fourth Commissioner district.....	24	24	14	57.6	20 83
Onondaga, First Commissioner district.....	37	34	23	67.1	18 43
Second Commissioner district.....	36	34	21	62.0	20 28
Third Commissioner district.....	30	29	18	62.6	22 30
Ontario, First Commissioner district.....	38	34	22	63.9	32 28
Second Commissioner district.....	30	29	19	65.2	21 87
Orange, First Commissioner district.....	42	41	25	59.9	26 80
Second Commissioner district.....	45	42	26	63.0	21 99
Orleans, sole Commissioner district.....	35	34	20	60.3	19 14
Oswego, First Commissioner district.....	33	34	21	60.0	16 68
Second Commissioner district.....	25	26	16	61.5	17 61
Third Commissioner district.....	23	24	16	65.1	18 59
Otsego, First Commissioner district.....	22	24	15	62.3	26 37
Second Commissioner district.....	27	27	16	59.5	21 44
Putnam, sole Commissioner district.....	34	34	20	58.2	36 50
Queens, First Commissioner district.....	87	56	37	65.7	28 39
Second Commissioner district.....	63	48	30	61.9	53 23
Rensselaer, First Commissioner district.....	41	33	22	67.1	27 34
Second Commissioner district.....	53	39	24	61.5	18 97
Richmond, sole Commissioner district.....	77	58	36	60.4	58 90
Rockland, sole Commissioner district.....	65	51	32	61.4	30 36
St. Lawrence, First Commissioner district.....	27	23	17	63.1	18 91
Second Commissioner district.....	27	22	17	61.1	20 71
Third Commissioner district.....	33	31	18	57.9	18 05
Saratoga, First Commissioner district.....	43	37	24	64.6	19 78
Second Commissioner district.....	37	33	21	64.0	25 85
Schenectady, sole Commissioner district.....	38	33	17	52.6	26 91

DEPARTMENT OF PUBLIC INSTRUCTION

COUNTIES — COMMISSIONER DISTRICTS

	1	2	3	4	5
	Number of children over 5 and under 21 years of age for each qualified teacher	Whole number of children attending school during each year for each qualified teacher	Average daily attendance per teacher	Percentage of daily attendance based on total enrollment	Cost per pupil based on average daily attendance
Bohmer, First Commissioner district	24	27	15	55.1	\$29.41
Second Commissioner district	25	27	16	63.7	20.37
Schuyler, sole Commissioner district	25	24	15	61.3	19.98
Seneca, sole Commissioner district	38	33	21	62.7	21.67
Staten, First Commissioner district	31	31	24	60.8	19.27
Second Commissioner district	36	35	22	60.5	18.59
Third Commissioner district	36	32	18	56.2	19.57
Suffolk, First Commissioner district	44	39	26	67.4	24.63
Second Commissioner district	47	44	28	64.7	27.10
Sullivan, First Commissioner district	37	36	20	56.3	18.68
Second Commissioner district	41	38	22	56.5	15.93
Tioga, sole Commissioner district	28	29	19	63.9	19.04
Tompkins, First Commissioner district	22	23	13	57.5	23.43
Second Commissioner district	24	24	16	63.7	22.00
Ulster, First Commissioner district	66	51	32	57.1	24.26
Second Commissioner district	59	49	26	52.7	17.91
Third Commissioner district	42	38	21	53.6	18.10
Warren, First Commissioner district	49	39	23	56.8	26.74
Second Commissioner district	30	31	17	53.8	17.90
Washington, First Commissioner district	32	30	18	61.6	23.01
Second Commissioner district	32	28	20	61.8	19.43
Wayne, First Commissioner district	35	33	21	63.4	26.79
Second Commissioner district	38	37	22	59.7	19.76

Westchester, First Commissioner district.....	83	46	31	66.3	40 36
Second Commissioner district	68	44	29	66.3	47 97
Third Commissioner district	49	40	24	63.0	23 86
Wyoming, First Commissioner district	33	33	21	65.2	18 27
Second Commissioner district	27	27	16	59.9	19 63
Yates, sole Commissioner district	31	21	13	59.3	30 03
Average for Commissioner districts	34	43	19	60.8	\$24 00

CITIES

Albany	72	44	34	77.1	\$25 62
Amsterdam	100	49	39	79.7	20 25
Auburn	49	33	28	80.1	32 17
Binghamton	56	43	34	79.9	22 11
Brooklyn	106	52	37	70.1	48 58
Buffalo	72	50	33	67.6	37 90
Cohoes	105	42	30	72.7	45 83
Corning	62	57	43	75.5	43 47
Dunkirk	55	33	25	74.4	53 82
Elmira	56	42	34	82.1	28 04
Gloversville	60	54	42	78.0	25 33
Hornellsville	54	44	32	71.9	23 33
Hudson	67	54	40	75.1	18 09
Ithaca	53	44	36	81.3	26 85
Jamestown	44	87	27	73.6	48 06
Johnstown	59	53	40	74.8	23 84
Kingston	68	51	34	66.6	27 77
Little Falls	66	45	34	75.4	25 50
Lockport	57	45	34	75.4	27 70
Long Island City	75	57	39	67.8	30 96
Middletown	76	46	37	79.9	25 54
Mount Vernon	54	49	34	67.8	50 34
Newburgh	60	38	30	78.1	29 47
New York	103	67	44	66.4	36 00
Niagara Falls	60	47	31	66.4	27 89
Ogdensburg	63	44	32	73.3	17 54
Olean	56	46	34	73.0	30 05
Oswego	86	48	36	74.4	19 67

COUNTIES—COMMISSIONER'S DISTRICTS					
	1	2	3	4	5
	Number of children over 5 and under 21 years of age for each qualified teacher	Whole number of children attending school and portion of the year for each qualified teacher	Average daily attendance per teacher	Percentage of daily attendance based on total enrollment	Cost per pupil based on average daily attendance
Poughkeepsie	60	42	30	71.2	\$22.85
Rochester	47	35	27	77.4	28.90
Rome	51	43	33	75.9	23.73
Schenectady	89	51	37	71.7	20.23
Syracuse	69	49	37	75.8	41.16
Troy	80	36	27	74.0	30.27
Ulster	63	40	31	78.5	30.63
Watertown	44	40	28	70.7	33.74
Watervliet	91	65	41	63.0	17.44
Yonkers	75	45	33	72.5	60.90
Average for cities	88	54	38	69.4	\$34.23
Average for State	69	42	27	66.9	\$30.01

SCHOOL TERMS

The average length of school terms in the cities was thirty-nine weeks; in the whole State, thirty-five weeks.

The following table shows the average length of time the schools were in session in the towns for each of the ten years mentioned:

1887	33.8
1888	33.3
1889	33.4
1890	35.7
1891	35.3
1892	35.5
1893	35.3
1894	35.0
1895	34.6
1896	35.0

REGISTRATION

The number of pupils registered in the several common schools, normal schools, Indian schools, and private schools during the year was as follows:

Common schools	1,176,074
Normal schools	9,481
Indian schools	914
Private schools	167,201
Total.	1,353,670

TEACHERS

The whole number of teachers employed in the common schools was:

Years	Men	Women	Total
1891	5,359	26,623	31,982
1892	5,292	26,869	32,161
1893	5,068	27,408	32,476
1894	5,096	27,833	32,929
1895	5,476	30,148	35,624
1896	5,421	28,399	33,820

The number reported as employed at the same time for the legal term of school in each of the last five years, is given in the following table:

Years	Cities	Towns	State
1892	9,515	15,369	24,884
1893	9,812	15,602	25,414
1894	10,264	15,632	25,896
1895	10,924	15,765	26,689
1896	11,962	15,982	27,944

TEACHERS' LICENSES

The following statement shows by whom the teachers employed in the schools were licensed:

	Normal schools	Supt Pub. Ins.	Local officers	Total
1895				
Cities	997	567	10,966	12,530
Towns	2,604	588	17,600	20,792
Total	3,601	1,155	28,566	33,322
1896				
Cities	1,128	589	11,726	13,443
Towns	2,799	526	16,810	20,135
Total	3,927	1,115	28,536	33,578

TEACHERS' WAGES

The amount expended for teachers' wages was:

Years	Cities	Towns	State
1886	\$5,236,730 92	\$3,865,537 85	\$9,102,268 77
1887	5,415,202 91	3,891,222 97	9,306,425 88
1888	5,683,855 67	3,992,236 26	9,676,091 93
1889	5,727,541 69	4,077,062 31	9,804,604 00
1890	6,129,229 54	4,292,942 44	10,422,171 98
1891	6,564,365 94	4,448,620 49	11,012,986 43
1892	7,048,412 82	4,572,653 91	11,621,066 73
1893	7,146,693 05	4,736,401 89	11,883,094 94
1894	7,264,613 25	4,788,404 01	12,053,017 26
1895	8,010,135 15	4,898,699 53	12,908,834 68
1896	8,674,683 16	4,944,544 82	13,619,227 98

The average annual salary for each teacher, calculated from the foregoing statement, was:

Years	Cities	Towns	State
1887	\$687 12	\$262 44	\$409 83
1888	702 92	266 75	419 75
1889	688 65	270 07	418 79
1890	694 29	285 49	436 71
1891	719 30	292 10	452 16
1892	740 76	297 52	467 00
1893	728 36	303 57	467 58
1894	707 77	306 32	465 44
1895	733 35	310 73	483 68
1896	725 19	309 38	487 37

The average weekly wages was:

Years	Cities	Towns	State
1887	\$17 39	\$7 76	\$11 44
1888	17 70	7 89	11 68
1889	17 47	8 08	11 79
1890	17 40	8 00	11 70
1891	17 89	8 27	12 18
1892	18 75	8 38	12 62
1893	18 67	8 60	12 74
1894	18 06	8 75	12 72
1895	19 61	8 96	13 74
1896	18 59	9 15	13 52

The amount apportioned as a “ district quota ” was:

1885	\$44 94
1886	66 12
1887	76 08
1888	74 56
1889	73 40
1890	72 12
1891	100 00

Previous to 1891 the “ district quota ” was determined by dividing the amount apportioned for that purpose by the number of duly qualified teachers employed during the preceding school year for the legal term of school. By an amendment to the Consolidated School Act, made by the Legislature of 1890, the “ district quota ” was made the fixed sum of \$100, which is the amount apportioned annually.

SUMMARY

The following is a summary of the statistical reports for the year ending July 31, 1896. For a detailed statement by counties, see Table No. 4, in Exhibit No. 1:

	Cities	Towns	State
Number of districts	753	11,047	11,800
Number of teachers employed at the same time for 160 days or more	11,962	15,982	27,944
Number of children between 5 and 18 years of age	1,066,070	585,788	1,651,858
Number of male teachers employed	1,112	4,309	5,421
Number of female teachers employed	12,377	16,022	28,399
Number of children attending the common schools	653,698	522,376	1,176,074
Average daily attendance	459,190	317,864	772,054
Number of visitations by school commissioners .....	.....	15,267	15,267
Number of volumes in district libraries ..	366,892	632,004	998,896
Number of log schoolhouses .....	.....	25	25
Number of frame schoolhouses	91	10,012	10,103
Number of brick schoolhouses	650	930	1,580
Number of stone schoolhouses	18	301	319
Whole number of schoolhouses	759	11,268	12,127

STATEMENT OF ALL SCHOOL MONEYS RECEIVED AND APPORTIONED

The State school moneys for the ensuing year are to be derived from the following sources:

From the United States Deposit Fund.....	\$75,000 00
From the Common School Fund.....	170,000 00
From the State school tax.....	3,613,000 00
Total	\$3,858,000 00

The apportionment has been made as required by law, and is as follows:

For salaries of school commissioners.....	\$113,000 00
For supervision in cities and villages.....	87,500 00
For school libraries.....	45,000 00
For State teachers' library.....	10,000 00
For contingent fund.....	6,000 00
For Indian schools.....	3,505 05
For aggregate attendance quotas.....	819,054 95
For district quotas.....	2,773,940 00
Total	\$3,858,000 00

By deducting from the totals, under the head of payments, the sums remaining on hand July 31, 1896, it appears that the actual expense of maintaining the common schools during the year was as follows:

In the cities.....	\$15,542,071 09
In the towns.....	7,631,759 40
Total	\$23,173,830 49
Corresponding total for 1895.....	20,950,614 12
Increase	\$2,223,216 37

PUBLIC MONEYS

The following table shows the receipts and payments on account of the Common School Fund during the year, August 1, 1895, to July 31, 1896:

Receipts

Interest on bonds for lands.....	\$1,729 62
Interest on loan of 1840.....	905 11
Interest on money in treasury.....	10,167 23
Interest on State Comptroller's bonds, Nos. 56, 57, 59, 60	973 26
Interest on State Comptroller's certificate, No. 1....	825 00
Interest on city of Jamestown bonds.....	3,200 00
Interest on town of Alfred bonds.....	140 00
Interest on Albany county bonds.....	5,850 00
Interest on bond, village of Middletown.....	920 00
Interest on bonds, New York city.....	35,107 30
Interest on bond, city of Little Falls.....	9,643 75
Interest on bond, town of Volney.....	612 50
Dividends on stock of Manhattan Company.....	4,000 00
Rent of land.....	13 50
Transfer from revenue of United States Deposit Fund	65,000 00
Interest on bond, town of Sidney.....	1,085 00
Interest on bond, town of Wallkill.....	1,365 00
Interest on bond, town of Otsego.....	402 50
Interest on bond, town of Cohocton.....	105 00
Interest on bond, village of Salem.....	245 00
Interest on bonds, towns of White Creek, Cambridge and Jackson	770 00
Interest on bonds, town of North Hempstead.....	1,200 00

Interest on bonds, village of Mohawk.....	\$320 00
Interest on bonds, town of De Witt.....	867 50
Interest on bonds, village of Northville.....	1,120 00
Interest on Erie county bonds.....	1,440 00
Interest on Buffalo city bonds.....	7,000 00
Interest on Brooklyn city bonds.....	9,665 75
Interest on Gloversville city bonds.....	455 00
Interest on Troy city bonds.....	2,275 00
Interest on village of Clinton bonds.....	1,645 00
Interest on Ulster county bonds.....	3,000 00
Interest on village of Herkimer bonds.....	1,995 00
Interest on village of Fayetteville bonds.....	1,015 00
Interest on town of Andes bonds.....	1,814 21
Interest on village of Glens Falls bonds.....	4,970 00
Interest on village of Fort Edward bonds.....	3,880 00
Premium on sale of Brooklyn city bonds.....	5,375 00
Interest on Niagara Falls city bonds.....	4,000 00
Interest on town of Cherry Valley bonds.....	472 50
Interest on village of Stamford bonds.....	420 00
Interest on village of Fairport bonds.....	1,720 00
Interest on village of Lowville bonds.....	3,350 98
Interest on village of Frankfort bonds.....	1,750 00
Interest on village of Ilion bonds.....	1,050 00
Interest on village of Penn Yan bonds.....	2,100 00
Interest on bonds, towns of De Witt, Pompey and LaFayette	227 50
Interest on town of Hamden bonds.....	2,905 00
Interest on town of Evans bonds.....	312 50
Interest on town of Pomfret bonds.....	316 44
Interest on village of Middleville bonds.....	408 34
Interest on village of Naples bonds.....	920 00
Interest on village of Richmondville bonds.....	978 38
Interest on village of Williamsville bonds.....	280 00
Interest on town of Delhi bonds.....	7,420 00
Interest on village of Dolgeville bonds.....	1,750 00
Interest on town of Cortlandville bonds.....	1,715 00
Interest on town of Camden bonds.....	315 00
Interest on village of Whitehall bonds.....	840 00
Interest on town of Fort Edward school bond.....	320 00
	<hr/>
	\$224,488 87

Payments

Deficiency of revenue October 1, 1895..	\$20,415 45
Dividends to common schools.....	235,000 00
Indian schools.....	6,096 63

Interest accrued on purchase of the
following securities:

State canal improvement bonds.....	\$287 68	
State Comptroller's certificate, No. 1..	683 85	
Village of Alfred bonds.....	23 00	
Village of Gowanda bonds.....	120 00	
Village of Naples bonds.....	240 22	
Village of Williamsville bonds.....	212 80	
Premiums on purchase of the following securities:		
Village of Naples bonds.....	1,628 40	
Village of Williamsville bonds.....	531 00	
	<hr/>	\$265,239 03

Deficiency of the revenue September 30, 1896.. \$40,750 16

FREE SCHOOL FUND.

The following table shows the receipts and payments on account of the State school tax during the last fiscal year:

Receipts

Balance on hand October 1, 1896.....	\$370,524 19
Interest on deposits.....	8,009 79
State tax.....	4,022,548 81
Madison county.....	100 00
Kansas Mutual Life Association.....	50 00
Total	<hr/> \$4,401,232 79 <hr/>

Payments

Apportionment to counties.....	\$3,491,351 38
Supplemental apportionment.....	5,818 17
Albany State Normal College.....	25,904 95
Brockport State Normal School.....	24,986 67
Buffalo State Normal School.....	19,998 06
Cortland State Normal School.....	24,272 84
Fredonia State Normal School.....	22,000 00
Geneseo State Normal School.....	25,473 44
New Paltz State Normal School.....	19,000 00
Oneonta State Normal School.....	24,000 00
Oswego State Normal School.....	24,184 00
Plattsburgh State Normal School.....	20,749 27
Potsdam State Normal School.....	23,580 46

Indian youths at normal schools.....	\$810 00
Indian schools.....	4,225 13
Teachers' institutes.....	35,071 56
Teachers' training classes.....	53,422 05
Professional training of teachers.....	11,498 11
School Commissioners' salaries.....	113,386 10
County Treasurers' fees.....	6,335 04
Printing and binding school registers and trustees' reports.....	5,200 00
American Museum of Natural History.....	15,828 08
Uniform examiners.....	13,510 31
Summer institutes.....	5,817 87
Balance on hand October 1, 1895.....	384,809 30
Total.....	<u>\$4,401,232 79</u>

The total expenditures for the maintenance of our public schools in each year, from 1850 to the present time, is shown in the following table:

1850.....	\$1,607,684 85
1851.....	1,884,826 15
1852.....	2,249,814 03
1853.....	2,469,248 52
1854.....	2,666,609 36
1855.....	2,544,587 62
1856.....	2,323,049 98
1857.....	3,792,948 79
1858.....	*2,500,000 00
1859.....	3,664,617 57
1860.....	3,744,246 95
1861.....	3,841,270 81
1862.....	3,955,664 33
1863.....	3,859,159 21
1864.....	4,549,870 66
1865.....	5,735,460 24
1866.....	6,632,935 94
1867.....	7,681,201 22
1868.....	9,040,942 02
1869.....	9,886,786 29
1870.....	9,905,514 22
1871.....	9,607,903 81
1872.....	10,416,588 00
1873.....	10,946,007 21
1874.....	11,088,981 70

* Estimated.

GENERAL SCHOOL STATISTICS

63

1875.	\$11,459,353	43
1876	11,439,038	78
1877	10,976,234	45
1878	10,626,505	69
1879	10,348,918	08
1880	10,296,977	26
1881	10,808,802	40
1882	11,183,027	42
1883	11,858,594	09
1884	11,834,911	52
1885	13,466,367	97
1886.	13,284,986	64
1887	13,760,669	57
1888	14,980,841	47
1889	15,876,844	91
1890	17,392,471	61
1891	17,174,835	29
1892	18,203,988	04
1893	18,921,245	67
1894	19,308,571	09
1895	20,950,614	12
1896	23,173,830	49
<hr/>		
Total	\$455,925,549	47
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GENERAL EXPENDITURES DURING THE YEAR

The following table shows the entire amount expended during the year for the maintenance of public educational interests directly connected with this department:

For the school year ending July 31, 1896:

For wages to common school teachers.	\$13,619,227	98
For buildings, sites, furniture, repairs, etc.	5,827,336	25
For school apparatus.	635,721	87
For district libraries.	136,290	30
For other expenses, incident to the support of common schools.	2,953,595	49

For the fiscal year ending September 30, 1896:

For normal schools, from the Free School Fund for support and maintenance.	254,149	69
For normal schools, from the General Fund for additions, improvements, etc.	126,851	53
For teachers' training classes.	53,422	05
For compilation of statistics.	265	00

For State school library.....	\$9,970 16
For summer institutes.....	5,817 87
For code	640 30
For professional training of teachers.....	11,498 11
For teachers' institutes.....	35,071 56
For salaries of school commissioners.....	113,386 10
For uniform examinations.....	13,510 31
For fees of county treasurers.....	6,335 04
For Arbor Day expenses, printing, etc.....	1,000 00
For printing and binding school registers and trustees' reports.....	5,200 00
For Department of Public Instruction.....	44,944 80
For American Museum of Natural History.....	15,828 08
For Indian schools.....	10,736 96
For Indian youths at normal schools.....	810 00
For compulsory education.....	9,900 80
For pictorial instruction in history, geography and other subjects	22,543 79
For New York Institution for the Blind.....	41,521 00
For institutions for the deaf and dumb, seven in number	210,149 09
Total	\$24,165,724 34

SCHOOL DISTRICT LIBRARIES

The following table shows the number of volumes reported annually in the school district libraries for forty-two years, and the amounts annually appropriated and expended for such libraries during the same period:

Years	No. of volumes	Appropriated	Expended
1853	1,604,210	\$55,000 00	\$49,499 39
1854	1,572,210	55,000 00	43,657 06
1855	1,494,542	55,000 00	55,216 31
1856	1,418,100	55,000 00	54,790 75
1857	1,377,933	55,000 00	32,163 75
1858	1,402,253	55,000 00	35,382 01
1859	1,360,507	55,000 00	38,361 58
1860	1,286,536	55,000 00	34,035 87
1861	1,305,367	55,000 00	34,145 37
1862	1,326,682	55,000 00	32,912 92
1863	1,172,404	55,000 00	29,465 65
1864	1,125,138	55,000 00	26,891 51
1865	1,269,125	55,000 00	26,816 08

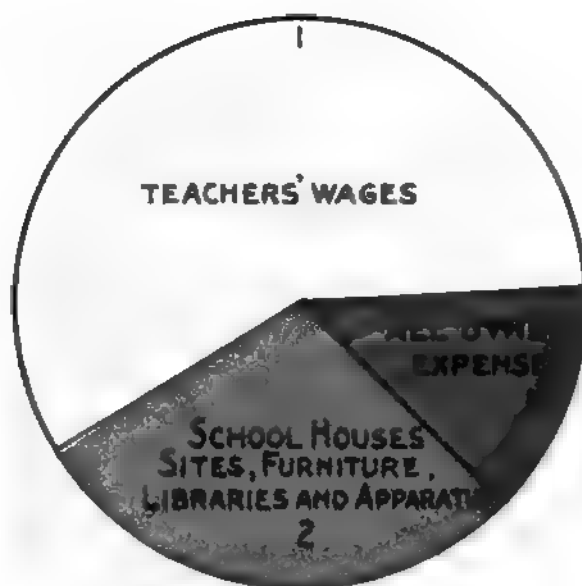
GENERAL SCHOOL STATISTICS

65

Years	No. of volumes	Appropriated	Expended
1866.	1,181,811	\$55,000 00	\$27,500 18
1867	1,112,011	55,000 00	24,439 25
1868	1,064,830	55,000 00	26,632 52
1869	1,026,130	55,000 00	16,897 85
1870	986,697	55,000 00	30,651 82
1871	928,316	55,000 00	63,505 38
1872	874,183	55,000 00	26,059 50
1873	856,555	55,000 00	27,203 79
1874	831,554	55,000 00	33,013 26
1875	809,141	55,000 00	33,225 90
1876	804,802	50,000 00	20,762 32
1877	765,546	50,000 00	31,125 71
1878	751,534	50,000 00	28,555 58
1879	755,380	50,000 00	32,071 12
1880	735,653	50,000 00	30,398 51
1881	707,154	50,000 00	35,499 22
1882	705,634	50,000 00	35,805 75
1883	701,675	50,000 00	37,799 66
1884	701,437	50,000 00	39,107 95
1885	722,876	50,000 00	41,369 74
1886	734,506	50,000 00	40,509 25
1887	737,716	50,000 00	39,722 45
1888	762,388	50,000 00	44,854 70
1889	785,564	50,000 00	49,742 28
1890	787,972	50,000 00	49,890 05
1891	829,153	50,000 00	52,159 35
1892	825,915	55,000 00	61,820 20
1893	814,150	55,000 00	94,351 31
1894	799,096	55,000 00	118,181 69
1895	959,089	55,000 00	132,939 76
1896	998,896	55,000 00	136,270 30
<hr/> Total.		<hr/> \$2,340,000 00	<hr/> \$1,975,354 42
		<hr/> <hr/>	<hr/> <hr/>

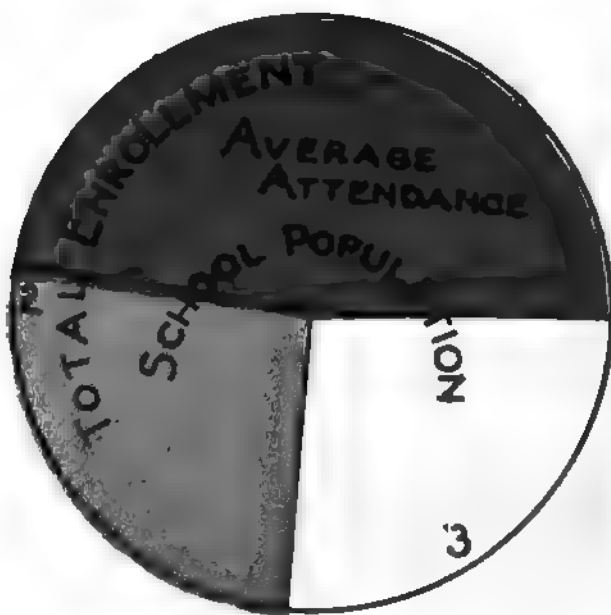
GRAPHIC CHARTS

**CHART SHOWING AMOUNTS EXPENDED FOR
SCHOOL PURPOSES FOR YEAR ENDING JULY 31, 1896.**



CIRCLE = TOTAL EXPENDITURES	\$23,173,830
SECTOR 1 = TEACHERS' WAGES	13,619,227
SECTOR 2 = SCHOOL HOUSES, SITES, ETC.	6,599,428
SECTOR 3 = INCIDENTAL EXPENSES	2,955,175

CHART SHOWING RATIO OF AVERAGE ATTENDANCE
AND TOTAL ENROLLMENT TO SCHOOL POPULATION



CIRCLE= SCHOOL POPULATION 1,651,858
(SCHOOL AGE 5 to 18)

SECTORS 1 AND 2=TOTAL ENROLLMENT 1,176,074

SECTOR 1 = AVERAGE ATTENDANCE 772,054

3.

CHART SHOWING AMOUNT
EXPENDED ANNUALLY
FOR
SCHOOLHOUSES, SITES,
AND
SCHOOL FURNITURE
IN THE STATE.
1877 ~ 1896.

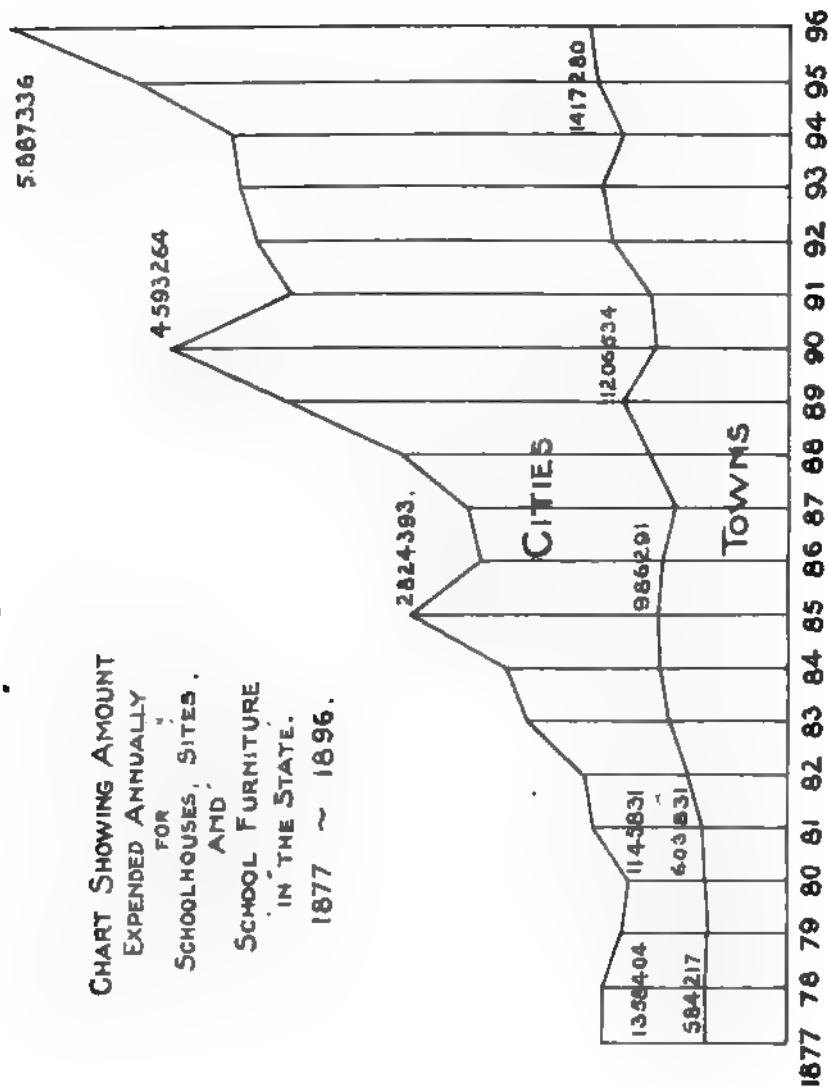


CHART SHOWING NUMBER OF TEACHERS EMPLOYED IN THE STATE FOR FULL LEGAL YEAR.

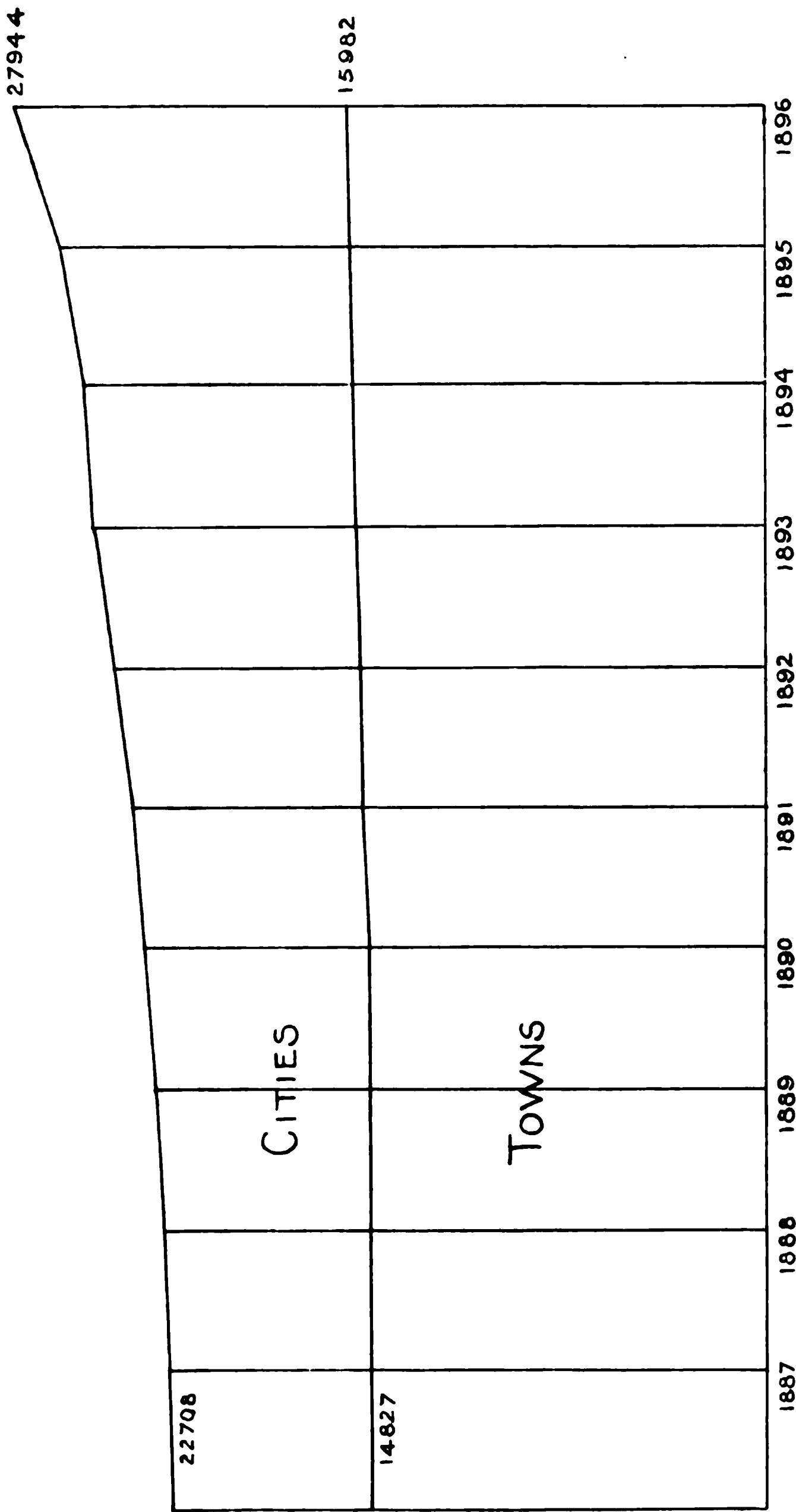


CHART SHOWING TOTAL ENROLLMENT IN THE PUBLIC SCHOOLS OF THE STATE OF NEW YORK FOR TWENTY YEARS

5

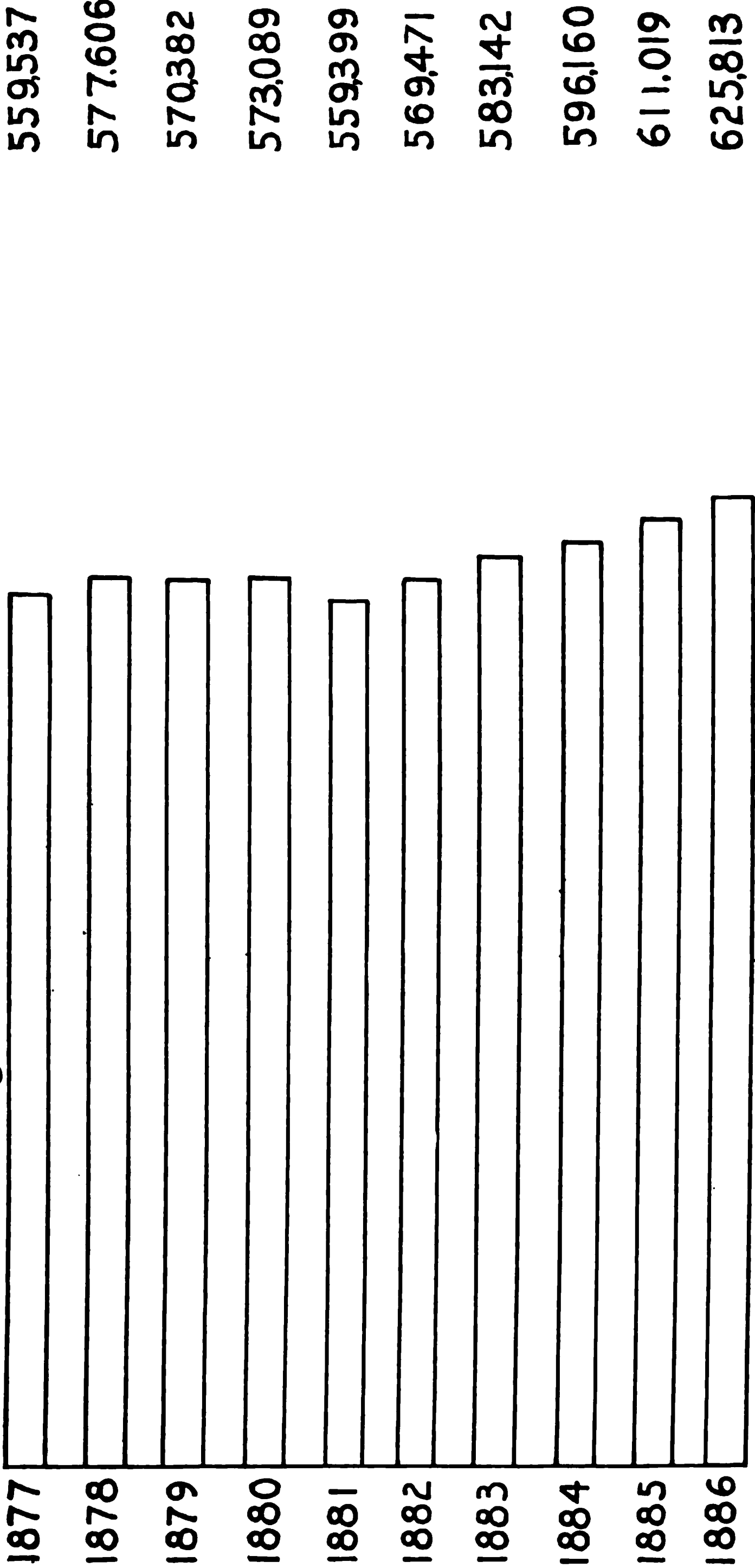
1877		1,023,715
1878		1,032,052
1879		1,030,041
1880		1,031,593
1881		1,021,282
1882		1,041,068
1883		1,041,089
1884		1,000,057
1885		1,024,845
1886		1,027,757

5A

1887		1,037,812
1888		1,033,269
1889		1,033,813
1890		1,042,160
1891		1,054,044
1892		1,073,093
1893		1,083,228
1894		1,124,998
1895		1,158,343
1896		1,176,074

CHART SHOWING AVERAGE ATTENDANCE OF PUPILS AT THE PUBLIC SCHOOLS IN THE STATE OF NEW YORK FOR TWENTY YEARS

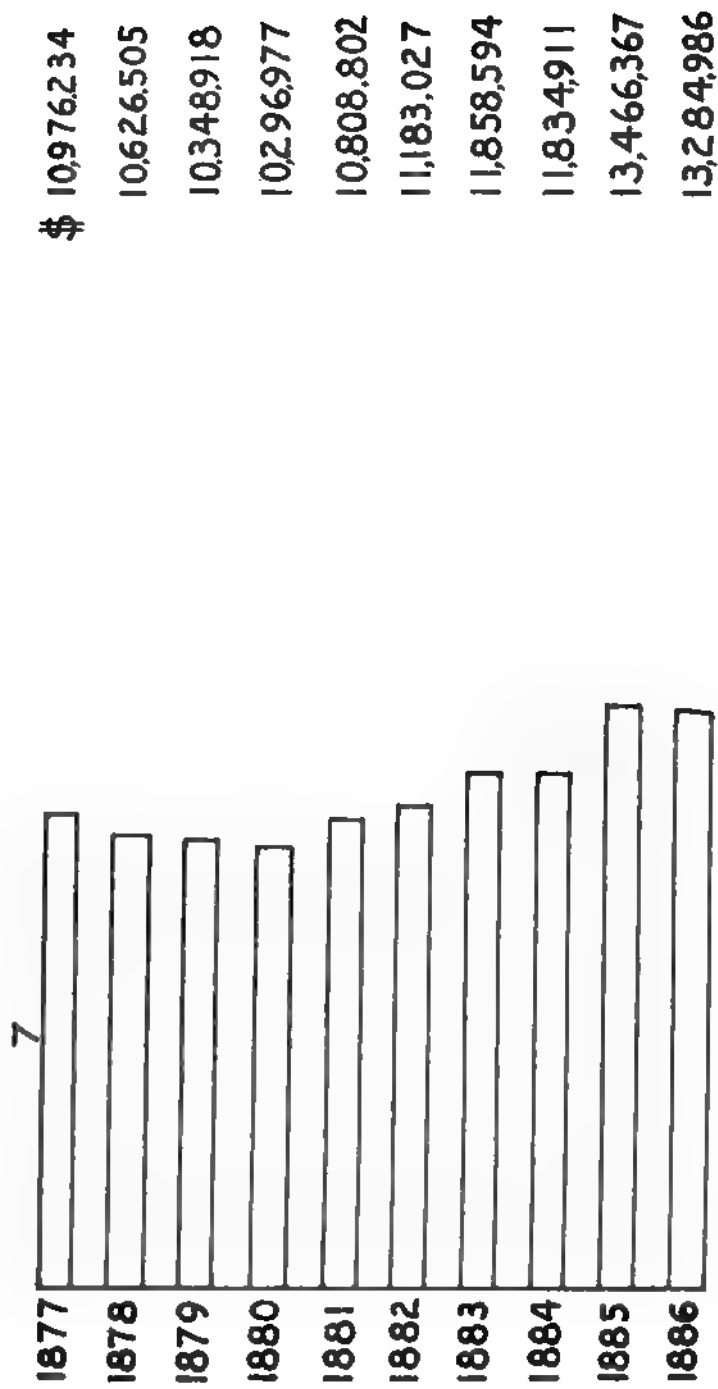
6



6A

1887	625,600
1888	630,595
1889	637,487
1890	642,984
1891	650,017
1892	665,574
1893	688,097
1894	721,063
1895	757,694
1896	772,054

CHART SHOWING TOTAL EXPENDITURES FOR THE PUBLIC SCHOOLS IN THE STATE OF NEW YORK FOR TWENTY YEARS



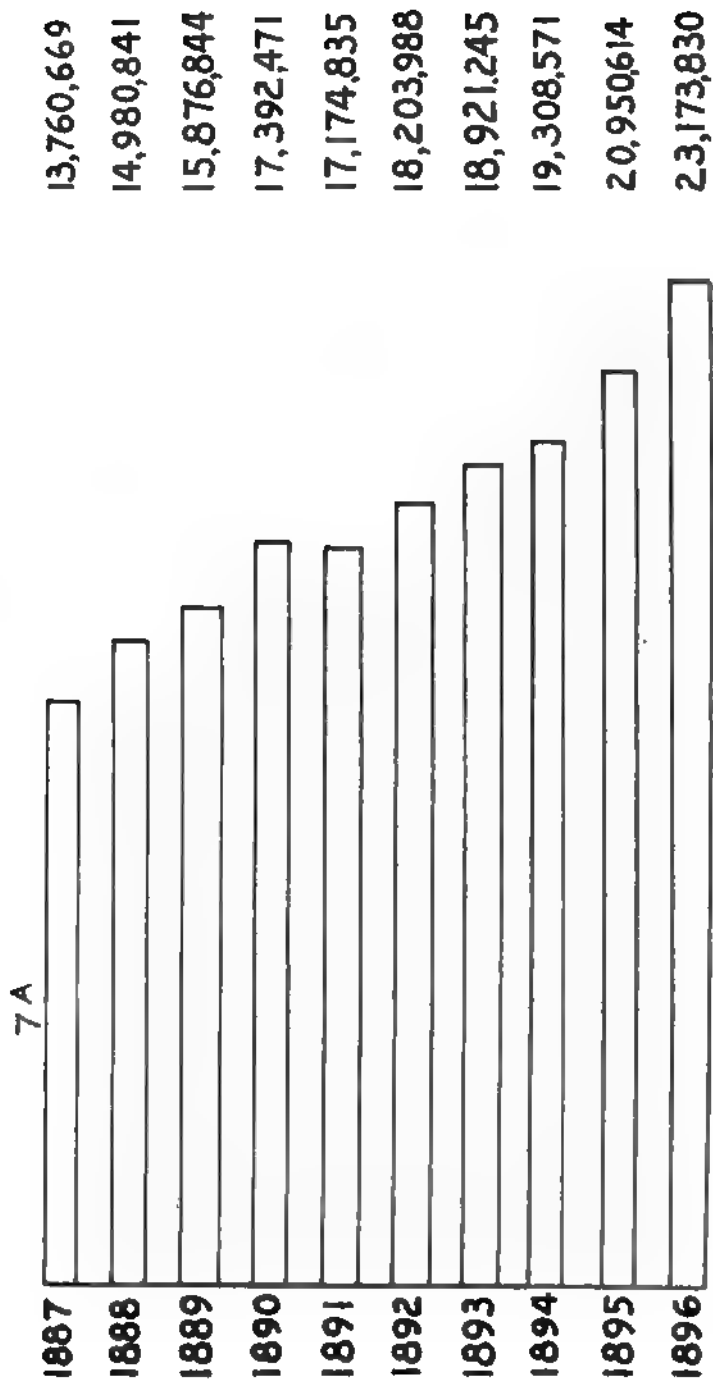
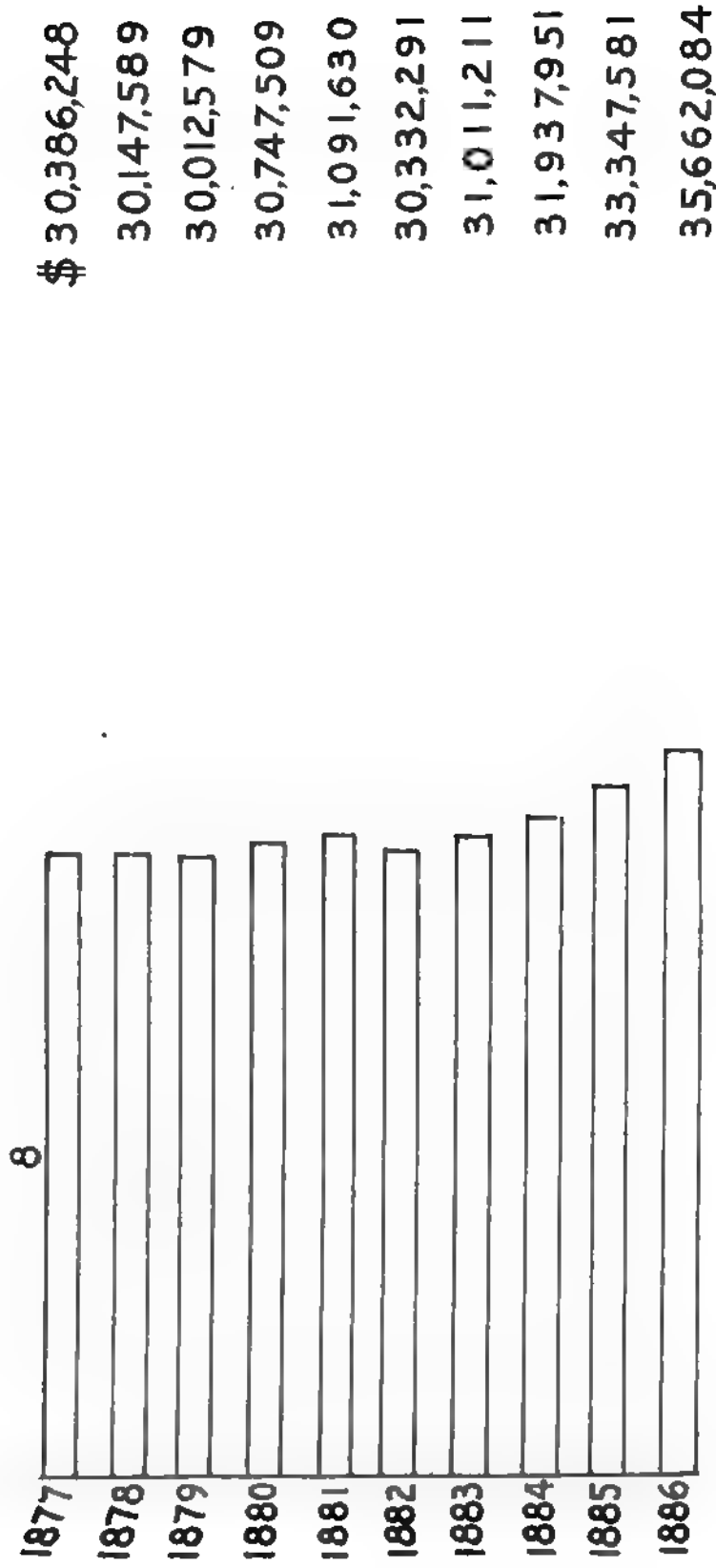


CHART SHOWING AGGREGATE VALUE OF SCHOOLHOUSES AND SITES IN THE STATE OF NEW YORK FOR TWENTY YEARS.



8A

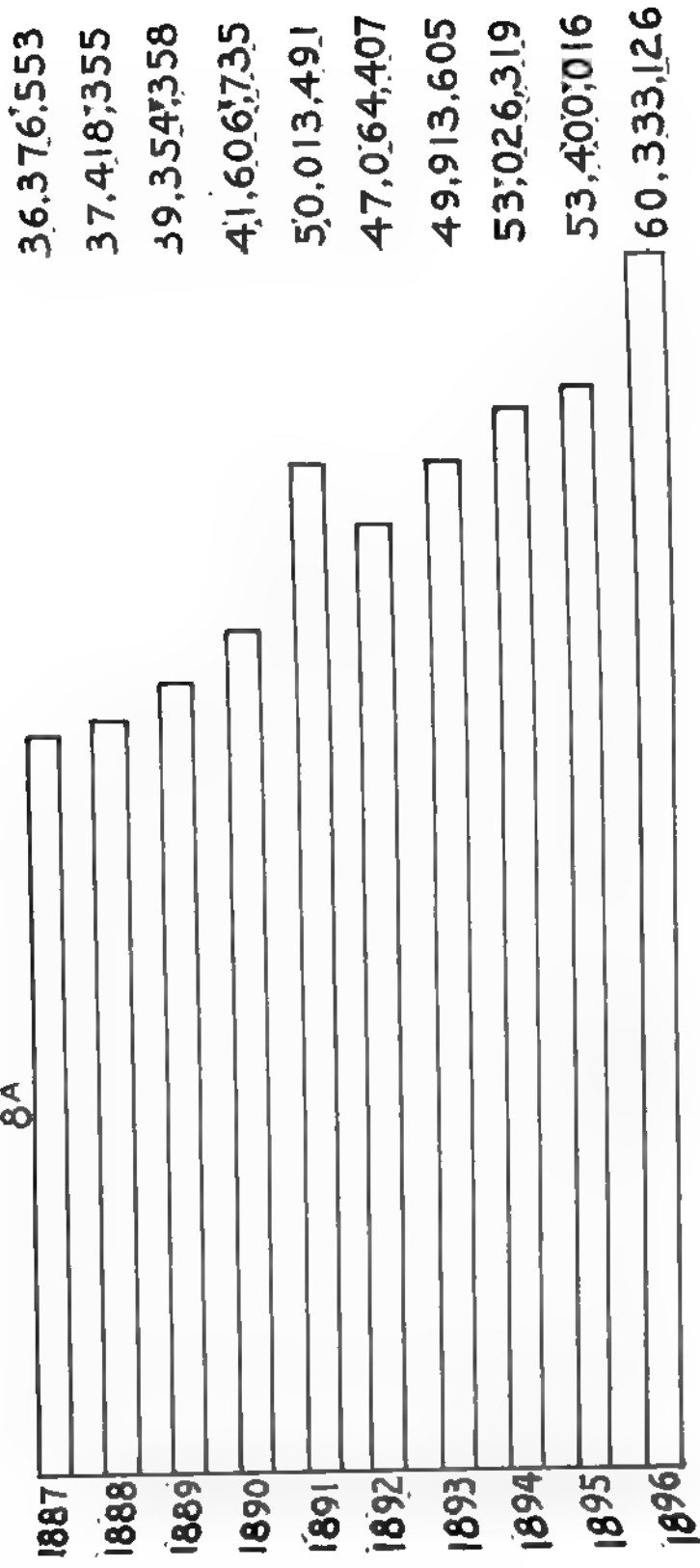
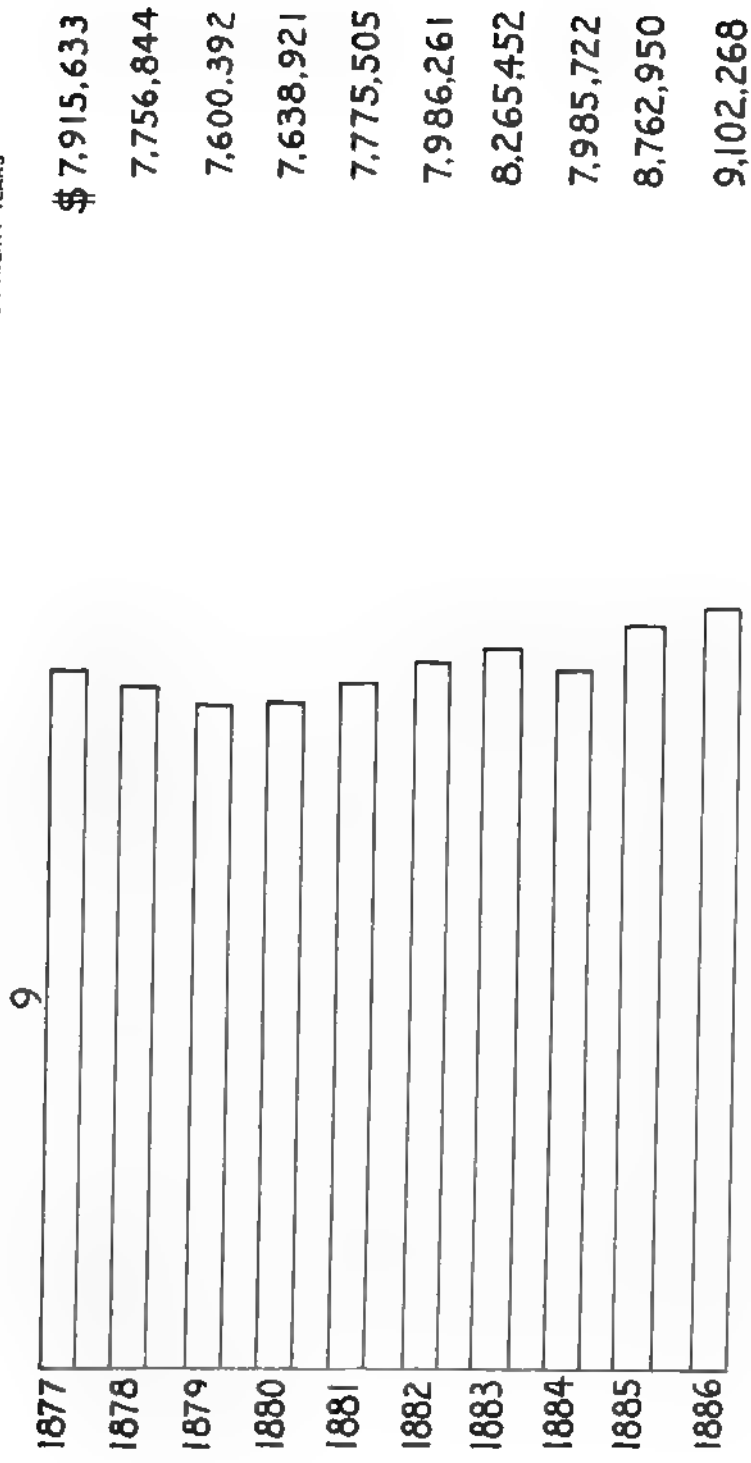


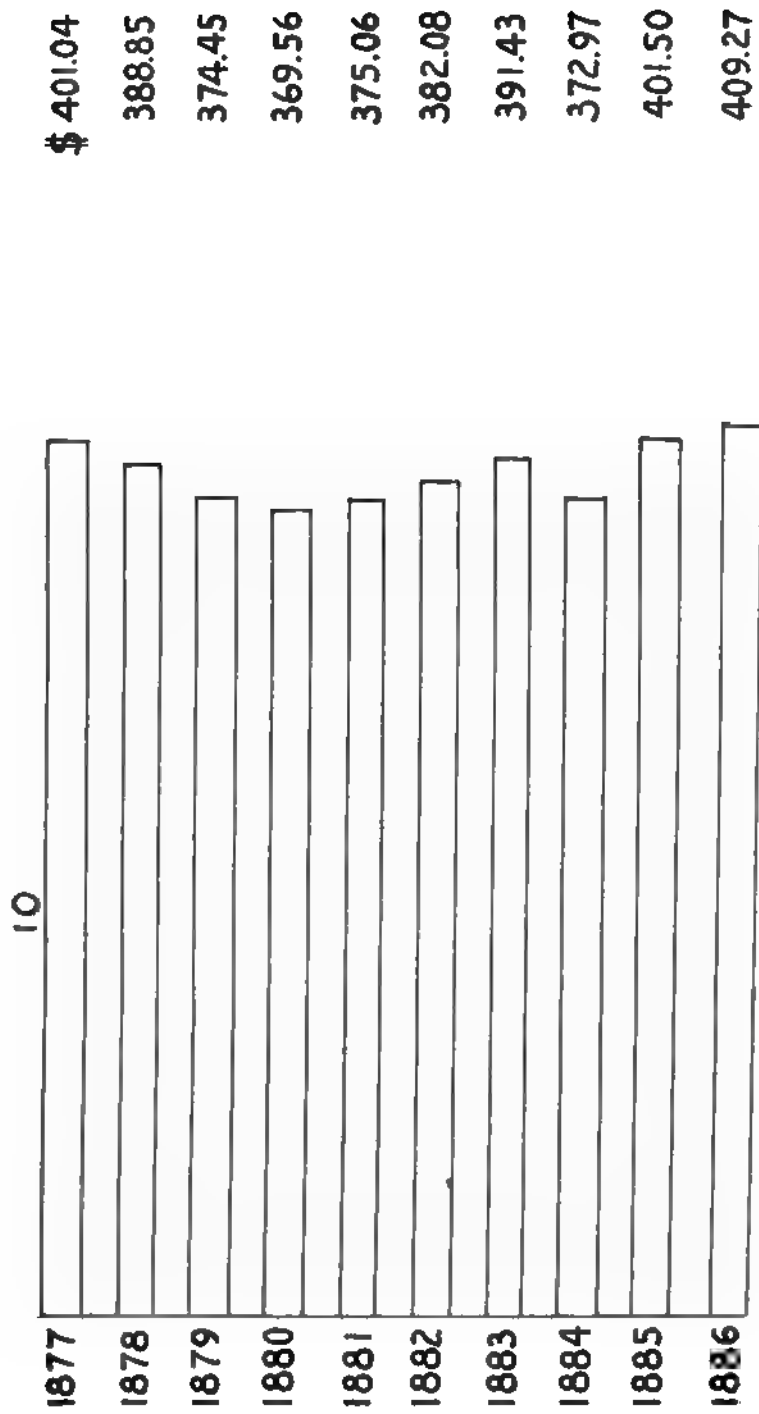
CHART SHOWING AMOUNTS PAID FOR TEACHERS' WAGES IN THE PUBLIC SCHOOLS OF THE STATE OF NEW YORK FOR TWENTY YEARS



9 A

1887	9,306,425
1888	9,676,091
1889	9,804,604
1890	10,422,171
1891	11,012,986
1892	11,621,066
1893	11,883,094
1894	12,053,017
1895	12,908,834
1896	13,619,227

CHART SHOWING AVERAGE ANNUAL SALARY PER TEACHER IN THE STATE OF NEW YORK FOR TWENTY YEARS



IOA

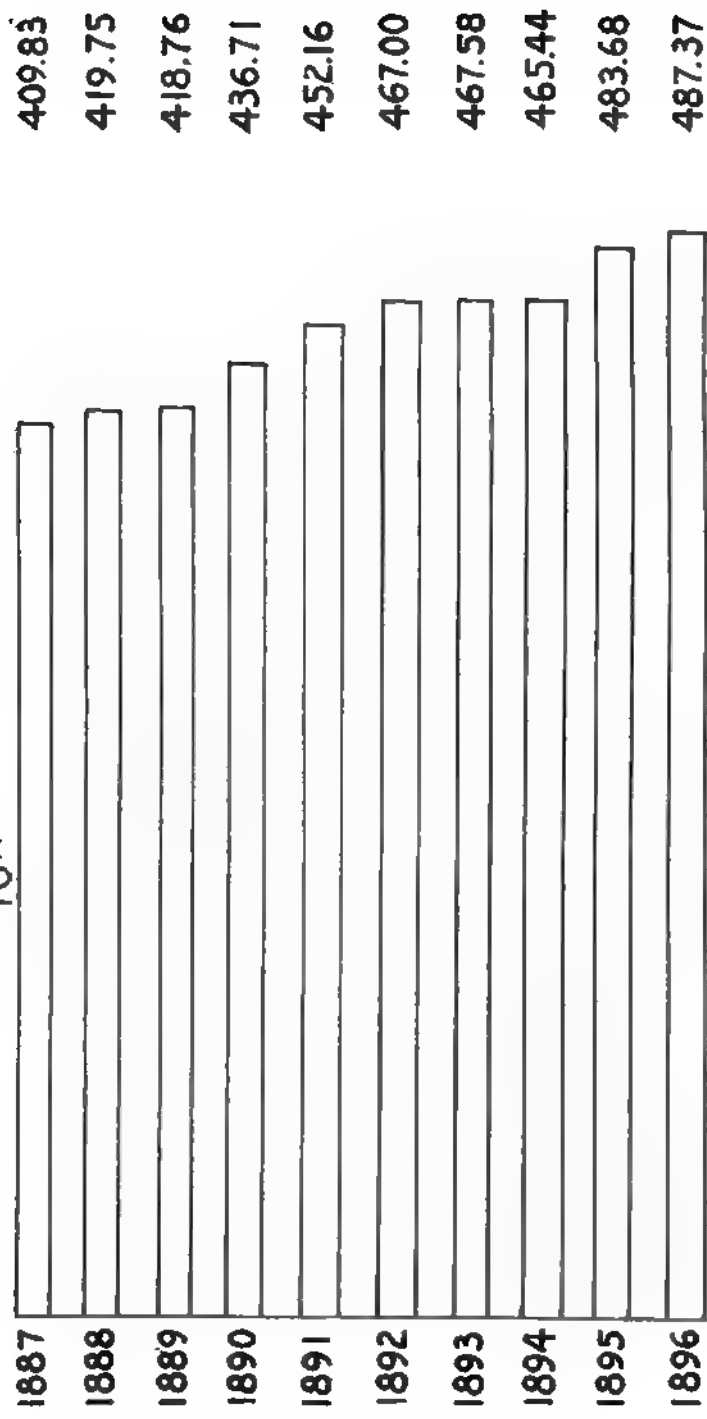


EXHIBIT No. 3

DECISIONS IN APPEAL CASES

**By THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION FROM
DECEMBER 18, 1895, to NOVEMBER 26, 1896**

NOTE

The practice of publishing the more important decisions of the Superintendent in contested matters, brought before him on appeal, commenced in the annual report of 1887, is continued. A table of decisions, made since December 18, 1895, is given; but only such decisions as are thought to be of general interest are published in full. All decisions are recorded in the Department, and those which are not published in full in this report may be examined by parties who desire to do so.

TABLE OF DECISIONS

- No. 4416½.** In the Matter of the Appeal of William A. Chatfield v. A. H. Grefe and Washburn Baxter, Trustees, School District No. 5, Town of Marlborough, Ulster County, from action of trustees in the dismissal of the appellant as teacher during a term of employment. Appeal dismissed. Decided January 7, 1896.
- No. 4417.** In the Matter of the Appeal of Ella L. Heath v. Board of Trustees of Corfu Union School District No. 7, of the Towns of Pembroke and Darlen, Genesee County, from refusal to pay the appellant for services as teacher. Appeal sustained. Decided January 7, 1896.
- No. 4418.** In the Matter of the Appeal of William Robinson from action of the Board of Education of Union-Free School District No. 2, Middletown and Southfield, Richmond County, removing him as treasurer of said board. Appeal sustained. Decided January 16, 1896.
- No. 4419.** In the Matter of the Appeal of Peter M. Martin and others v. Erwin Ever, Trustee School District No. 7, Town of Rush, Monroe County, in permitting the use of the schoolhouse for the holding of religious meetings and Sunday school therein. Appeal sustained. Decided January 16, 1896.
- No. 4420.** In the Matter of the Appeal of Thomas Willoe from proceedings of annual school meeting held on August 6, 1895, in Union Free School District No. 3, Town of Castleton, Richmond County, relative to an appropriation for the erection of a new schoolhouse. Appeal sustained. Decided January 29, 1896.
- No. 4421.** In the Matter of the Appeal of Charles C. Mathews and Curtis Harding from determination and order of the Supervisors of the Towns of Parish and West Monroe, Oswego County, made October 19, 1895, in the equalization of assessment for school purposes in District No. 7, Towns of Parish and West Monroe, Oswego County. Appeal dismissed. Decided January 29, 1896.
- No. 4422.** In the Matter of the Appeal of Betsey C. Borden v. Board of Education of Union Free School District No. 4, Town of North Collins, Erie County, from the assessment and taxation for school purposes of the personal property of the appellant. Appeal sustained. Decided January 29, 1896.
- No. 4423.** In the Matter of the Petition of Walter W. Booth for the removal of John C. L. Hamilton, William E. Heady and William H. Storrs as Trustees of School District No. 9, Town of Greenburgh, Westchester County, for violation and neglect of duty. Petition dismissed. Decided February 13, 1896.
- No. 4424.** In the Matter of the Appeal of Charles O. Newton and Coleman Hitchcock v. Nathan L. Miller, School Commissioner, First Commissioner District of Cortland County, from order altering boundaries of school districts. Appeal dismissed and order of school commissioner confirmed.
- No. 4425.** In the Matter of the Appeal of Mina Schoonmaker v. Frank Wilklow, Trustee, School District No. 5, Town of Lloyd, Ulster County, for dismissal of appellant as teacher during the course of a term of employment without sufficient cause. Appeal dismissed. Decided March 3, 1896.

- No. 4426.** In the Matter of the Appeal of Austin S. Donaldson v. Peter H. Scribner, Trustee, School district No. 12, Town of Catskill, Greene County, for dismissal of appellant as teacher during the course of a term of employment. Appeal dismissed. Decided March 3, 1896.
- No. 4427.** In the Matter of the Appeal of George W. Wilson, Trustee, School District No. 5, Town of Lumberland, Sullivan County, from decision of local board, in the matter of the alteration of School Districts Nos. 1 and 5, Town of Lumberland, Sullivan County. Appeal dismissed and decision of local board affirmed. Decided March 3, 1896.
- No. 4428.** In the Matter of the Appeal of Antoine Frego and others v. Frederick R. Smith, School Commissioner, Third Commissioner District, St. Lawrence County, from order dissolving the School District, No. 12, Town of Massena, St. Lawrence County. Appeal dismissed and order of school commissioner confirmed. Decided March 3, 1896.
- No. 4429.** In the Matter of the Appeal of Erwin Weaver and Warren R. Robzel, from action and proceedings of school meetings held January 8, 1896, in School District No. 7, Town of Rush, Monroe County, repealing the proceedings and resolution adopted at a prior special meeting relative to the erection of a new school building. Appeal dismissed. Decided March 4, 1896.
- No. 4430.** In the Matter of the Appeal of George R. Goodrich, sole Trustee, School District No. 1, Town of Red House, Cattaraugus County, v. Martha Van Rensselaer, School Commissioner, second district Cattaraugus County, from order altering the boundaries of District No. 6, and consequent alteration of School District No. 1. Appeal sustained and order of school commissioner vacated. Decided March 12, 1896.
- No. 4431.** In the Matter of the Appeal of George E. Sweeting from proceedings of special meeting held on July 13, 1895, in Union Free School District No. 1, Towns of Oppenheim and Manheim, Counties of Fulton and Herkimer, authorizing the purchase of the Dolgeville Academy. Appeal dismissed. Decided March 14, 1896.
- No. 4432.** In the Matter of the Appeal of Lewis D. Titch v. John G. Scudder, Trustee, and William Middlemist, Collector, School District No. 10, Town of Andes, Delaware County, and from special meeting in said district held in December 21, 1895. Appeal from action of the trustee in the employment of a teacher for the school maintained in dwelling-house instead of schoolhouse, and from the refusal of the collector to perform his duty in the collection of the tax, and from the proceedings of a special meeting held in a dwelling-house instead of the schoolhouse, etc., etc. Appeal sustained. Decided March 27, 1896.
- No. 4433.** In the Matter of the Appeal of Charles W. Dutcher and others from proceedings of a special school meeting held on January 10, 1896, in Union Free School District No. 10, Town of East Chester, Westchester County, in the designation of a new schoolhouse site. Appeal dismissed. Decided March 27, 1896.
- No. 4434.** In the Matter of the Appeal of James J. Smith v. Franklin D. Moore as Trustee of School District No. 8, Town of Fallsburg, Sullivan County, in refusing to pay appellant for attendance at teachers' institute. Appeal dismissed. Decided March 27, 1896.
- No. 4435.** In the Matter of the Appeal of John Z. Twichell, School Commissioner, v. George D. Eldridge, Trustee, School District No. 1, Bethel, Sullivan County, for refusal to direct the supervisors to pay an account due the district. Appeal sustained. Decided April 2, 1896.

- No. 4436.** In the Matter of the Appeal of Timothy McDonnell v. John Ryan, Collector, School District No. 1, Towns of La Grange and Pleasant Valley, Dutchess County, from acts of the collector. Appeal dismissed. Decided April 2, 1896.
- No. 4437.** In the Matter of the Appeal of D. A. Stanton and others from proceedings of special meeting held on January 18, 1896, in School District No. 7, Town of Bombay, Franklin County, voting to divide the district. Appeal sustained. Decided April 2, 1896.
- No. 4438.** In the Matter of the Petition of D. Stockwell and others for the removal from office of Henry Haladay, Trustee, of School District No. 6, Town of Poland, Chautauqua County, for violation and neglect of duty. Petition dismissed. Decided April 2, 1896.
- No. 4439.** In the Matter of the Appeal of William H. Platt v. Thomas W. Holmes, Trustee, School District No. 20, Town of Colchester, Delaware County, from tax-list and assessment. Appeal dismissed. Decided April 3, 1896.
- No. 4440.** In the Matter of the Appeal of Marcellus T. Merrell v. Elias Braisted and George Kerr, as trustees of School District No. 8, Town of Northfield, Richmond County, from acts of the respondents, associate trustees with the appellant. Appeal dismissed. Decided April 6, 1896.
- No. 4441.** In the Matter of the Petition of Charles H. Simpkins for the removal from office of Harvey S. Hempstead as trustee of School District No. 3, Town of Coeymans, Albany County, for willful violation and neglect of duty. Petition sustained. Decided April 9, 1896.
- No. 4442.** In the Matter of the Appeal of Barton P. Peter and others from proceedings of school meeting held on October 25, 1895, in School District No. 2, Town of Williamson, Wayne County, to determine whether a Union Free School should be established therein. Appeal dismissed. Decided April 15, 1896.
- No. 4443.** In the Matter of the Appeal of Levi M. Strong v. The Board of Education of the city of Schenectady, County of Schenectady, in refusing to permit a minor son of the appellant to attend the school in said city without the payment of tuition. Appeal dismissed. Decided April 16, 1896.
- No. 4444.** In the Matter of the Appeal of Oliver Hopson v. Joseph W. Palmer, Trustee, School District No. 8, Town of Athens, County of Greene, in establishing a branch school in the district. Appeal dismissed. Decided April 16, 1896.
- No. 4445.** In the Matter of the Appeal of Thomas Penney v. Board of Education of Union Free School, District No. 6, Town of North Greenbush, Rensselaer County, from the refusal of the respondents to call a meeting of the district upon the application of certain qualified voters of the district. Appeal sustained. Decided April 18, 1896.
- No. 4446.** In the Matter of the Appeal of Rena E. Jackson v. John G. Scudder, Trustee, School District No. 10, Town of Andes, Delaware County, in refusing to pay teacher. Appeal sustained. Decided May 1, 1896.
- No. 4447.** In the Matter of the Appeal of Juliette Simmons v. Henry Haladay, Trustee, School District No. 6, Town of Poland, Chautauqua County, from refusal to pay teacher. Appeal sustained. Decided May 7, 1896.
- No. 4448.** In the Matter of the Petition of Thomas V. Keating for the removal from office of Timothy Loomis, sole Trustee of School District No. 1, Town of Copake, Columbia County, for willful violation and neglect of duty. Petition dismissed. Decided May 7, 1896.

- No. 4449.** In the Matter of the alteration of the boundaries of Joint Union Free School District No. 8, of Vernon, Oneida County, and Lenox, Madison County, and the consequent alteration of the boundaries of Union Free School District No. 25, of Lenox, Madison County. Order of school commissioner modified, and as modified, confirmed. Decided May 7, 1896.
- No. 4450.** In the Matter of the Appeal of Joseph S. Mayer v. Cassius H. Barnes, Trustee, School District No. 2, Town of Scriba, Oswego County, in permitting the use of the schoolhouse for meeting of the Ontario Lodge of Independent Order of Good Templars. Appeal sustained. Decided May 11, 1896.
- No. 4451.** In the Matter of the Appeal of Alexander H. de Clercq and Charles O. Niles, as Trustees of School District No. 7, Town of Cazenovia, Madison County, from decision of local board in the matter of the alteration of School District No. 7 and Union Free School District No. 10, Town of Cazenovia, Madison County. Appeal sustained. Decided May 18, 1896.
- No. 4452.** In the Matter of the Appeal of Board of Education of Union Free School District No. 8, Town of Lancaster, Erie County, v. Irving D. Eckerson, School Commissioner, First Commissioner District of Erie County, from refusal to consent to the designation of an additional schoolhouse site for such district. Appeal sustained. Decided May 25, 1896.
- No. 4453.** In the Matter of the Appeal of John Fisher, William Madden, Michael J. Jackson, Joseph Silk and Walter F. Jeffers individually and as trustees of, and composing the Board of Education of Union Free School District No. 1, Town of East Chester, Westchester County, v. Walter S. Allerton, School Commissioner, First Commissioner District, Westchester County, and Charles Dusenberry, Jr., and others, v. Walter S. Allerton, School Commissioner, etc. (two appeals consolidated), from order of school commissioner altering or dividing Union Free School District No. 1, and forming a new school district from certain territory taken from District No. 1. Appeals sustained. Decided June 8, 1896.
- No. 4454.** In the Matter of the Appeal of John G. Bachman v. William Thaxter, sole Trustee, Joint District No. 7, Towns of Yates, Orleans County, and Somerset, Niagara County, in dismissing appellant as teacher during a term of employment without sufficient cause. Appeal dismissed. Decided June 8, 1896.
- No. 4455.** In the Matter of the Appeal of Louis Potter v. John G. Pavcek, Edward T. Clonan and Noah Brooks, Trustees, School District No. 4, Town of Highlands, Orange County, in appointing one John Wyant collector of the district. Appeal sustained. Decided June 8, 1896.
- No. 4456.** In the Matter of the Appeal of William A. Haviland, sole Trustee of School District No. 3, Town of Harrison, Westchester County, v. Walter S. Allerton and Farrington S. Thompson, Commissioners of First and Second Commissioner Districts, Westchester county, from order creating a new school district to be designated as Joint District No. 6, in the Towns of Rye and Harrison, and to be composed of territory taken from School Districts Nos. 1 and 2 in Rye and Nos. 3 and 4 in Harrison. Appeal dismissed and order confirmed. Decided June 19, 1896.
- No. 4457.** In the Matter of the Petition of John Folts, Trustee of School District No. 5, Town of Naples, Ontario County, for the annulment of the certificate of the second grade to teach, bearing date September 27, 1895, issued by Hiram C. Case, School Commissioner, Second Commissioner District of Ontario County, to Nora E. Blanchard. Petition sustained and application of petitioner granted. Decided June 16, 1896.

- No. 4458.** In the Matter of the Appeal of Myron H. Davis and Fannie E. Paige v. Chauncey Brainard, School Commissioner, Second Commissioner District, Monroe County, from refusal of commissioner to alter the boundaries of School District No. 5, and the consequent alteration of School District No. 7, Towns of Riga and Chili, Monroe County. Appeal sustained and refusal of commissioner overruled. Decided June 20, 1896.
- No. 4459.** In the Matter of the appeal of Mary D. Hoxie v. William L. Kays, Trustee, School District No. 12, Town of Minerva, Essex County, for dismissing appellant as teacher. Appeal dismissed. Decided June 20, 1896.
- No. 4460.** In the Matter of the Appeal of Franklin D. Morgan and another v. Board of Education of Union Free School District No. 4, Town of Winfield, Herkimer County, from refusal to admit child into the school of the district without payment of tuition. Appeal sustained. Decided June 24, 1896.
- No. 4461.** In the Matter of the Appeal of William Bache and others v. Board of Education Union Free School District No. 5, Town of DeWitt, Onondaga County, in refusing to entertain and investigate charges against the principal of the school. Appeal dismissed. Decided June 24, 1896.
- No. 4462.** In the Matter of the Petition of Richard Socia and others for the removal of Frank Deblen, Trustee of School District No. 2, Town of Waverly, Franklin County. Petition dismissed. Decided June 24, 1896.
- No. 4463.** In the Matter of the Petition of George A. Middlebrook and others for the removal from office of Charles M. Vail and George H. Janneman as trustees of Port Richmond Union Free School District No. 6, of Port Richmond, Staten Island, Richmond County. Petition sustained. Decided July 8, 1896.
- No. 4464.** In the Matter of the Appeal of Marshall Dales et al. from the proceedings of a district meeting held in School District No. 15, Town of Roxbury, Delaware County, to determine whether a Union Free School should be established. Appeal sustained. Decided September 5, 1896.
- No. 4465.** In the Matter of the Appeal of John C. Runkle and Howard L. Waldo from proceedings of annual school meeting held August 4, 1896, in Union Free School District No. 3, Town of Castleton, Richmond County. Appeal sustained except from the election of clerk of the district. Decided September 14, 1896.
- No. 4466.** In the Matter of the Appeal of M. N. Rowe, sole Trustee, School District No. 1, Town of Schodack, Rensselaer County v. Roswell Hamilton, former trustee of the district in contracting for a teacher. Appeal dismissed. Decided September 14, 1896.
- No. 4467.** In the Matter of the Appeal of J. P. Swarthout v. Joshua Mead, Trustee, School District No. 1, Town of Torrey, Yates County, from tax-list and assessment. Appeal dismissed. Decided September 14, 1896.
- No. 4468.** In the Matter of the Appeal of Monroe Heald and Erastus Heald v. Calvin Pratt, School District No. 4, Town of Keene, Essex County, in refusing to establish branch school. Appeal dismissed. Decided September 15, 1896.
- No. 4469.** In the Matter of the Appeal of Byron Cristman and others v. John H. Weinmann, School Commissioner, Montgomery County, from order dissolving school district. Appeal sustained, and order vacated. Decided September 21, 1896.
- No. 4470.** In the Matter of the Appeal of H. H. Howlett as one of the trustees of School District No. 1, Town of Dayton, Cattaraugus County, v. Emmet Blair and Henry Allen, in their action as former trustees in the employment of teachers. Appeal dismissed. Decided September 23, 1896.

- No. 4471.** In the Matter of the Appeal of Edward P. M. Lynch from proceedings of annual school meeting, held August 4, 1896, in District No. 3, Town of Minerva, Essex County. Appeal dismissed. Decided September 23, 1896.
- No. 4472.** In the Matter of the Appeal of Edwin D. Fisher from proceedings of annual school meeting held on August 4, 1896, in School District No. 6, Greenville, Greene County, from the election of officers, etc. Appeal sustained. Decided September 23, 1896.
- No. 4473.** In the Matter of the Appeal of John B. Cole from proceedings of school meetings held August 4 and 15, 1896, in District No. 15, Town of Diana, Lewis County. Appeal dismissed. Decided September 23, 1896.
- No. 4474.** In the Matter of the Appeal of Loren Taintor and others from proceedings of annual school meeting held August 4, 1896, in District No. 14, Town of Diana, Lewis County. Appeal dismissed. Decided September 23, 1896.
- No. 4475.** In the Matter of the Appeal of Oscar Snyder and others v. Smith G. Slaughter as Trustees of School District No. 10, Town of Dryden, Tompkins County, from the election of district officers. Appeal dismissed. Decided September 23, 1896.
- No. 4476.** In the Matter of the Appeal of John Wemple and Benjamin Snyder, two of the trustees of School District No. 6, Town of Bethlehem, Albany County, v. Hugh J. Alexander and James H. Alexander, as trustees of the district in the employment of a teacher. Appeal sustained. Decided September 25, 1896.
- No. 4477.** In the Matter of the Appeal of Irwin Comfort from proceedings of annual school meeting held August 4, 1896, in School District No. 10, town of Crawford, Orange County, in the election of a trustee. Appeal sustained. Decided September 25, 1896.
- No. 4478.** In the Matter of the Appeal of Truman H. Cox from proceedings of annual school meeting held on August 4, 1896, in Union Free School District No. 1, Town of Lee, Oneida County. Appeal dismissed. Decided September 25, 1896.
- No. 4479.** In the Matter of the Appeal of James S. Patterson and others from proceedings of annual school meeting held August 4, 1896, in School District No. 4, town of Stuyvesant, Columbia County, from the election of district officers. Appeal sustained. Decided September 29, 1896.
- No. 4480.** In the Matter of the Appeal of William G. Dean, sole Trustee of School District No. 20, Town of Hector, Schuyler County, from action of local board affirming preliminary order, altering School Districts Nos. 20 and 24 and from confirmatory order. Appeal dismissed, and orders confirmed. Decided September 29, 1896.
- No. 4481.** In the Matter of the Appeal of William J. Dwyer and others v. Lincoln A. Parkhurst, School Commissioner, Second Commissioner District, Madison County, dissolving School District No. 12, Town of Sullivan; No. 13, Town of Fenner, and No. 4, Town of Lincoln, County of Madison. Appeal dismissed and order confirmed. Decided October 6, 1896.
- No. 4482.** In the Matter of the Appeal of Oliver Hopson and Robert N. Fullager from proceedings of special meetings held on May 9 and 16, 1896, in School District No. 8, Town of Athens, Greene County, relative to designation of school-house site. Appeal dismissed. Decided October 9, 1896.
- No. 4483.** In the Matter of the Appeal of Adam M. Folts from proceedings of annual school meeting held August 4, 1896, in District No. 5, Town of Herkimer, Herkimer County, in the election of a trustee. Appeal dismissed. Decided October 12, 1896.

- No. 4484.** In the Matter of the Appeal of John Mink from proceedings of annual school meeting held August 4, 1896, in District No. 17, Hartland, Niagara County, relating to the election of trustee. Appeal sustained. Decided October 12, 1896.
- No. 4485.** In the Matter of the Appeal of David Ross from proceedings of annual school meeting held August 4, 1896, in Joint School District No. 18, Towns of Chester, Johnsburgh and Thurman, Warren County, from the election of district officers. Appeal sustained as to election of clerk and collector and dismissed as to all other matters. Decided October 12, 1896.
- No. 4486.** In the Matter of the Appeal of Joseph I. Finch from decisions of annual school meeting held August 4, 1896, in District No. 13, Town of Stephentown, Rensselaer County, from the election of trustee. Appeal dismissed. Decided October 12, 1896.
- No. 4487.** In the Matter of the Appeal of Archibald Fulton and Frederick W. Hulsebus from proceedings of annual school meeting, held August 4, 1896, in Union Free School District No. 6, Town of Northfield, Richmond County, in voting taxes, increasing number of members of board of education and in election of members of board. Appeal sustained. Decided October 14, 1896.
- No. 4488.** In the Matter of the Appeal of Eugene G. Putnam v. Board of Trustees of Union Free School District No. 6, Port Richmond, Richmond County, in refusing to recognize the appellant as qualified to teach the school in the district or to permit him to perform on his part a contract entered into on June 8, 1896, to teach the school in the district. Appeal sustained. Decided October 14, 1896.
- No. 4489.** In the Matter of the Petition of George Sheridan, Jr., for the removal of Charles H. Ingalls as Trustee of Union Free School District No. 6, Town of Northfield, Richmond County. Petition dismissed. Decided October 14, 1896.
- No. 4490.** In the Matter of the Appeal of Joseph Mosher and others from proceedings of annual school meeting held August 4, 1896, in District No. 7, Town of Warrensburg, Warren County, in the election of trustee, district clerk and district collector. Appeal sustained. Decided October 19, 1896.
- No. 4491.** In the Matter of the Appeal of Alexander McNeilly, Trustee, School District No. 18, Town of Davenport, Delaware County, v. Maud Masters for leave to dismiss respondent as teacher. Appeal dismissed. Decided October 19, 1896.
- No. 4492.** In the Matter of the Appeal of Amy Cross v. George F. Crandall, Trustee of School District No. 3, Town of Cameron, Steuben County, in refusing to pay appellant sum claimed to be due her as teacher in the district. Appeal sustained. Decided October 23, 1896.
- No. 4493.** In the Matter of the Appeal of Henry F. Gallinger, Trustee, School District No. 9, Town of Massena, St. Lawrence County, v. E. N. Barnhart, in preventing appellants from performing the duties of trustees of the district. Appeal dismissed. Decided October 23, 1896.
- No. 4494.** In the Matter of the Appeal of Michael Smith from proceedings of annual school meeting held August 4, 1896, in District No. 4, Town of East Springfield, County of Ontario, in the election of district officers. Appeal sustained. Decided October 23, 1896.
- No. 4495.** In the Matter of the Appeal of D. I. Clements and others from proceedings of annual school meeting held August 4, 1896, in School District No. 7, Town of Albion, Oswego County, and from the election of district officers. Appeal sustained. Decided October 23, 1896.

- No. 4496.** In the Matter of the Appeal of Edward Shay and Christopher Rinebeck v. Charles May, Trustee, School District No. 24, Town of Hancock, Delaware County, for refusing to establish branch school in the district. Appeal sustained. Decided October 23, 1896.
- No. 4497.** In the Matter of the Appeal of W. D. Griffin v. Henry L. Lounsbury and Samuel D. Peterson, Trustees of School District No. 17, Town of Cortlandt, Westchester County, in refusing to call a special meeting of the district on application of certain of the voters of the district. Appeal sustained. Decided October 23, 1896.
- No. 4498.** In the Matter of the Appeal of Cyrus Cudney v. Michael McDermott as Trustee of School District No. 4, Town of Olive, Ulster County, on the ground that McDermott is not eligible to hold the office, not being a citizen of the United States. Appeal sustained. Decided October 23, 1896.
- No. 4499.** In the Matter of the Appeal of R. H. Palmer and others v. Oscar H. Farrington and James S. Sloan, Trustees, School District No. 9, Town of Montgomery, Orange County, in refusing to contract with the Walden High School to teach the children in District No. 9. Appeal dismissed. Decided October 25, 1896.
- No. 4500.** In the Matter of the Appeal of Mrs. Lewis Holcomb and others from proceedings of school meeting held on August 4, 1896, in District No. 5, town of Dresden, Washington County, in the election of district officers. Appeal dismissed. Decided October 31, 1896.
- No. 4501.** In the Matter of the Appeal of Robert Armstrong from proceedings of annual meeting held August 4, 1896, in Union Free School District No. 7, Town of Williamstown, Oswego County, relative to the annual report of trustees. Appeal dismissed. Decided October 31, 1896.
- No. 4502.** In the Matter of the Appeal of Alanson W. Pratt v. Richard M. Cheetham and others, as Trustees of Williamson Union Free School District No. 2, Town of Williamson, Wayne County, in the assessment of appellant for personal property in said district. Appeal sustained. Decided October 31, 1896.
- No. 4503.** In the Matter of the Appeal of Christian Stephan from proceedings of annual and special school meetings held August 4 and 13, 1896, in District No. 3, Town of Lancaster, Erie County, in the election of a trustee. Appeal dismissed. Decided October 31, 1896.
- No. 4504.** In the Matter of the Appeal of Thomas H. Madigan, Thomas S. Ryan and Nicholas J. Mahony from proceedings of annual school meeting held on August 4, 1896, in Union Free School District No. 10, Towns of Halfmoon and Stillwater, Saratoga County; and from district election held August 5, 1896, relative to the election of trustees and clerk of the district. Appeal sustained as to that part taken from the election of trustees and clerk, and dismissed as to all other matters. Decided October 31, 1896.
- No. 4505.** In the Matter of the Petition of Manly S. Dodge for the removal from office of Jerome L. Westbrook as Trustee of School District No. 8, Town of Van Etten, Chemung County, for willful violation and neglect of duty. Petition sustained. Decided October 31, 1896.
- No. 4506.** In the Matter of the Appeal of Charles B. Holloway v. Board of Education of Union Free School District No. 1, Town of Hounsfield, Jefferson County, in refusing to permit granddaughter of appellant to attend school without payment of tuition. Appeal dismissed. Decided October 31, 1896.

- No. 4507.** In the Matter of the Appeal of Harvey D. Titch from proceedings of annual school meeting held August 4, 1896, in District No. 10, Town of Andes, Delaware County, in voting taxes to pay expenses incurred in divers appeals. Appeal sustained as to so much as is taken from the item of \$30 allowed at the meeting. Dismissed as to all other matters. Decided November 7, 1896.
- No. 4508.** In the Matter of the Appeal of Harvey D. Titch from tax-list and warrant issued by B. F. Scudder, as Trustee of School District No. 10, Town of Andes, Delaware County, to Hiram Keator, collector of said district. Appeal sustained as to an item of \$30 in tax-list. Decided November 7, 1896.
- No. 4509.** In the Matter of the Appeal of Joseph A. Costello, William Powers and Dr. Jacob J. Wolf, from proceedings of annual school meeting, held August 5, 1896, in District No. 3, City of Kingston, Ulster County, in the election of a trustee, clerk and collector of the district. Appeal dismissed. Decided November 7, 1896.
- No. 4510.** In the Matter of the Appeal of John Kreutz, Edward Engelskircher and Michael Farrell v. Christopher H. Stark, George W. Flood, C. Herbert Brown, Edward W. Hopkins, Daniel F. Meskill and Robert Altsheimer; and from proceedings of an alleged annual school meeting held August 4, 1896, in Union Free School District No. 2, Town of Highlands, Orange County, in the election of one Nelson as clerk of the district, in voting taxes and from certain decisions of the board in appointing Nelson as the clerk of the district and as treasurer and collector of the district. Appeal sustained as to that part taken from the appointment by the board of education of Nelson, district clerk, as treasurer and collector of the district, and the delivery to Nelson, as collector of the tax-list and warrant issued by the board, and as to all other matters, the appeal is dismissed. Decided November 12, 1896.
- No. 4511.** In the Matter of the Appeal of Thomas W. Cheesebrough and others from proceedings of special meeting held September 7, 1896, in District No. 6, Town of DeWitt, Onondaga County, in voting to change the schoolhouse site. Appeal dismissed. Decided November 12, 1896.
- No. 4512.** In the Matter of the Appeal of James S. Van Etten and George H. Sheldon v. Jonas Stein, Miller Decker and George P. Smith, Trustees of School District No. 8, Town of Rochester, Ulster County, in the employment of one Tessa Decker as teacher in the District, she being related by blood or marriage to one or more of the trustees. Appeal sustained. Decided November 12, 1896.
- No. 4513.** In the Matter of the Appeal of Meretta Hartte and Patrick Wrape v. J. F. La Rue, School Commissioner, Second Commissioner District of Jefferson County, and Lewis A. Twining, School Commissioner, Second Commissioner District, Lewis County, in the dissolution of Joint School District No. 17, Town of Wilna, Jefferson County, and Town of Croghan, Lewis County. Appeal dismissed and order of commissioners confirmed. Decided November 12, 1896.
- No. 4514.** In the Matter of the Appeal of William H. Tindale v. S. S. Allen, School Commissioner, First Commissioner District of Clinton County, and Frank B. Wickes, School Commissioner of First Commissioner District of Essex County, in the dissolution of Joint School District No. 4, Town of Ausable, Clinton County, and town of Jay, Essex County. Appeal dismissed and order of dissolution confirmed. Decided November 14, 1896.
- No. 4515.** In the Matter of the Appeal of George Monty, Trustee, School District No. 7, Town of Chazy, Clinton County, v. Fred E. Duffy, School Commissioner, Second District Clinton County, dissolving School District No. 7, Chazy, Clinton County. Appeal dismissed and order of dissolution confirmed. Decided November 16, 1896.

- No. 4516.** In the Matter of the Appeal of Fayette B. Durant and others v. Board of Education of West Troy School District, in leasing for school purposes rooms in a building known as "St. Bridget's Parochial School," the property of St. Bridget's Roman Catholic Church during school hours only, and in employing as teachers six persons of the class known as "Sisters" residing in St. Joseph's Convent and permitting them to dress in the public school-room during school hours in a garb peculiar to their religious sect or order. Appeal sustained. Decided November 25, 1896.
- No. 4517.** In the matter of the appeal of William H. E. Jay and others from proceedings of a school meeting held on September 19, 1896, in School District No. 14, Town of Hempstead, Queens County, to determine whether a union free school should be established in the district. Appeal sustained. Decided November 25, 1896.
- No. 4518.** In the Matter of the Appeal of Albert Rockefeller from tax-list and warrant issued by Charles Plester, Trustee, School District No. 7, Town of Gallatin, Columbia County. Appeal dismissed. Decided November 25, 1896.
- No. 4519.** In the Matter of the Appeal of George Sheridan, Jr., and another, from proceedings of adjourned special meeting of Union Free School District No. 3, Town of Castleton, Richmond County, held September 30, 1896. Appeal dismissed. Decided November 25, 1896.
- No. 4520.** In the Matter of the Appeal of George W. Earl, individually, and as Trustee of School District No. 10, Town of Lyonsdale, v. Charles D. Hill, School Commissioner, First Commissioner District of Lewis County, from order dissolving the district and annexing its territory to adjoining districts. Appeal dismissed and order of commissioner confirmed. Decided November 25, 1896.

DECISIONS IN APPEAL CASES

No. 4418

In the Matter of the Appeal of WILLIAM ROBINSON from Action of the Board of Education of Union Free School District No. 2, Middletown and Southfield, Richmond County, removing him as Treasurer of said Board.

In every union free school district other than such whose limits correspond with those of an incorporated village or city, the board of education has the legal authority to appoint one of the taxable inhabitants of such district treasurer and fix his compensation. Such treasurer shall hold such appointment during the pleasure of the board; there is no provision of law prohibiting such board, at the time of making such appointment, from exercising, expressing and defining its pleasure as to the term or time such appointee shall hold such office. Where a board, at the time of the appointment of a treasurer, fixes the term of the appointment for "the ensuing year," it thereby exercised and voiced its pleasure that the appointee should hold for the ensuing year, or balance of the then school year, and by such action the board was estopped from removing the appointee except for some cause other than that of the will or desire of the majority of the board.

(Decided January 16, 1896.)

John Widdecombe, attorney for respondents.

At a regular monthly meeting of the board of education of Union Free School District No. 2, Middletown and Southfield, Richmond county, which board consists of nine members, held on September 3, 1895, all the members of said board being present except Felix O'Hanlon, the following resolution was adopted by a vote of seven for and one against said resolution, viz., "Resolved, that Mr. William Robinson be appointed treasurer for the ensuing year;" that at a subsequent regular monthly or adjourned meeting of said board, a quorum being present, the minutes of said meeting of September 3, 1895, of which minutes the resolution above quoted formed a part were read and approved; that said board did not fix the amount of the bond to be given by him or give him written notice of his appointment as treasurer; but said Robinson, as such treasurer, filed a bond in the sum of \$30,000, with sureties, with said board, and at a meeting of said board, held subsequent to September 3, 1895, said bond was approved by said board as to the form and sufficiency thereof, and was accepted by said board, and the president of said board was authorized to indorse the approval of said board upon said bond, and the said bond was ordered filed as required by law. That at an adjourned monthly meeting of said board, held on November 19, 1895, a

resolution was adopted by a vote of five in favor and four against, dispensing with the services of said Robinson as such treasurer from and after December 1, 1895, and that Mrs. Anna W. Lowes was appointed treasurer of said board in place of said Robinson by a vote of five in favor to four against such appointment; that a resolution was adopted by a majority of said board fixing the bond of Mrs. Lowes as such treasurer at \$20,000, and ordering said Robinson to turn over all books, papers and money belonging to said district to the newly-elected treasurer; that a resolution was also adopted at said meeting that the action of the board, in removing said Robinson, was to be no reflection upon his character, nor upon the faithful diligence with which he performed the duties of his office; that at a meeting of said board, held on November 27, 1895, it appearing that December 1, 1895, would be Sunday, said board rescinded said resolutions adopted on November 19, 1895, dispensing with the services of said Robinson as treasurer from and after December 1, 1895, and appointing Mrs. Lowes as treasurer, and then by a vote of five against four adopted resolutions dispensing with the services of said Robinson as treasurer, from and after December 3, 1895, and appointing Mrs. Anna W. Lowes as treasurer from said date, fixing the amount of her bonds at \$20,000, and directing the finance committee to audit the books and accounts of said Robinson; that on November 29, 1895, the bond of Mrs. Lowes as treasurer, was approved and ordered filed by a majority of said board, and said Robinson was directed to arrange to transfer the money in his possession as treasurer to Mrs. Lowes as treasurer, and to deliver his books and papers to said board on December 3, 1895, at 8 o'clock p. m.

From said action of said board in removing him as treasurer of said board and appointing Mrs. Lowes as treasurer to succeed him, the said Robinson has appealed to me.

An answer by five members of said board to said appeal has been filed, four members of said board refusing to join in said answer.

There is no contention between the appellant and respondents as to the facts as hereinbefore stated, except that three members of said board, viz., Messrs. Flannigan, Blauth and Beinert, each states in an affidavit made and sworn to by each, that he voted for the resolution at the meeting of said board on September 3, 1895, appointing said Robinson treasurer in the belief that said resolution provided for the appointment of said Robinson as treasurer to hold during the pleasure of the board, and not otherwise.

In section 7, article 1, title 8 of the Consolidated School Law of 1894, it is enacted that boards of education in every union free school district, other than those whose limits correspond to those of an incorporated village or city, shall have power to appoint

one of the taxable inhabitants of their district treasurer, and another collector of the moneys to be raised within the same for school purposes, who shall severally hold such appointments during the pleasure of the board.

The rule is well settled that where the power to remove at pleasure is conferred in general terms upon an official or board, such power may be exercised without a cause and without any notice to the incumbent. 1 Dillon Municipal Corporations, § 250; *People ex rel. Sims v. Board of Commissioners of the City of New York*, 73 N. Y. 437; *People ex rel. Westray v. Mayor of the City of New York*, 82 N. Y. 491; *People ex rel. Gere v. Whitlock*, 92 N. Y. 191; *Dunavon v. Board of Education of Hornellsville*, 47 Hun, 13; *Weidman v. Board of Education*, 7 N. Y. Supplement, 309.

The appellant, in substance, contends that by and under the said resolution of said board, passed September 3, 1895, appointing him treasurer for the ensuing year, a contract was made with him for the remainder of the school year; that there is nothing in said section 7, article 1, title 8 of the Consolidated School Law of 1894 which prohibits said board from appointing the appellant as treasurer for a definite term, i. e., for one year or for the ensuing year, and that after said board has exercised its pleasure by designating the term of employment of the appellant it can not remove him from office during the term so designated without cause.

The contention of the respondents herein, in substance, is that the appellant, having been appointed treasurer in the year 1894 by the board of education then in office, held such office until his removal by the present board in November, 1895, and the action of the said board in September 3, 1895, in appointing appellant as treasurer was illegal; that under said section 7, article 1, title 8 of the Consolidated School Law the dismissal of the appellant and the appointment of Mrs. Lowes was legal; that the action of said board on September 3, 1895, in appointing the appellant was illegal in so far as it attempted to make the appointment for a definite period, the Legislature having limited the power of the board in that regard; that the treasurer being an employe of the board, rather than a district officer, the right of the board to dismiss at pleasure is absolute.

Under the Consolidated School Law of 1894 (see section 13, article 3, title 8, and section 7, article 1, title 8) it was the duty of the persons constituting the board of education of Union Free School District No. 2, Middletown and Southfield, for the school year 1894-5 and 1895-6, respectively, on the Tuesday next following the annual school district meeting held therein (in August), to hold the annual meeting of said board. That at said annual

meetings said board should elect one of the members of said board as president thereof, and the person so elected shall, unless he resign the office or cease to be a member of said board, hold said office for the school year; that said board shall also, at such annual meetings, if the school district at its annual meeting for the election of officers, did not elect a clerk of said district, under said section 7 above cited, appoint one of their number as clerk of said board, whose term of office will end at the date of the next annual school meeting of the district. That under said section 7 said board had the power to appoint one of the taxable inhabitants of said school district as treasurer of the board, to hold such appointment during the pleasure of said board, and whose term of office, if not sooner removed, would expire at the next annual school district meeting; but no member of said board could be appointed to the office of treasurer.

The appeal herein alleges that the appellant was appointed treasurer at the regular monthly meeting of said board held on September 3, 1895, but does not state whether any appointment of treasurer was made at the annual meeting of the board on the Tuesday next after the annual school meeting in 1895, and the answer alleges that the appellant, in 1894, was appointed treasurer of the then existing board of education, but does not state whether or not such appointment was made at the annual meeting of said board which should have been held on the Tuesday next after the annual school meeting of the district in 1894. Admitting, however, that appellant was appointed such treasurer by the board for the school year of 1894-5, and was not removed by said board during its official life, his term of office expired, under such appointment, with that of the board that appointed him, and therefore the contention of the respondents that he continued to hold office during the pleasure of the board for 1895-6 until his removal by it on November 27, 1895, is not well taken. There is no contention that the appellant herein was not, in November, 1895, a taxable inhabitant of said school district, nor that he has not been a taxable inhabitant of said district since the commencement of the school year of 1894-5. It is admitted that appellant executed and delivered to said board, after his appointment on September 3, 1895, a bond with sufficient penalty and sureties, which bond was duly approved and filed. It is also admitted that appellant performed the duties of treasurer with "faithful diligence."

The treasurer appointed by a board of education is the custodian of the moneys belonging to the district, and it is important that such treasurer should be a person of integrity and possessed of sufficient business ability to properly perform the duties of the

office. It was doubtless the intention of the Legislature in providing that such officer should hold during the pleasure of the board to provide a summary method for the removal of a person who it was found was incompetent to perform the duties of the office or was not a safe and proper person as custodian of the school funds. It is clear that said board had the power to appoint the appellant as treasurer, and I am not aware of any provision of law prohibiting said board at the time of making such appointment from exercising, expressing, defining and stating its pleasure, i. e., will, desire, choice as to the term or time the appellant should hold such appointment of treasurer, to wit, "for the ensuing year." Had said board, on September 3, 1895, resolved that Mr. William Robinson be appointed treasurer, there can not be any doubt but that said board would have had legal authority at any subsequent meeting to have removed him as such treasurer and appointed some other person in his place; but having at such meeting resolved that he be appointed treasurer "for the ensuing year," it thereby exercised and voiced its pleasure, expressing, defining and stating its pleasure that the appellant should hold such appointment for the ensuing year (or balance of the present school year), and said board by such action was estopped from removing the appellant except for some cause other than that of the will or desire of a majority of said board.

The resolution presented to and adopted by said board appointing the appellant as treasurer was plain and concise, and I do not see how it could be misunderstood by any member of the board present at its meeting on September 3, 1895, or how any member could be misled as to its language and effect. At a subsequent meeting of said board the proceedings had and taken at said meeting on September 3, 1895, were read and approved. There is nothing in the affidavits of Messrs. Flannigan, Blauth and Beinert, annexed to the answer herein, that indicated that they misunderstood the terms of said resolution or were misled by it. Each of them says that he voted for said resolution in the belief that the resolution provided for the appointment of the appellant as treasurer to hold office during the pleasure of the board and not otherwise. That is just what the resolution did provide for, viz., the appointment of the appellant as treasurer, he to hold the office during the pleasure of the board, and that the board defined and expressed therein its pleasure, to wit, for the ensuing year.

I am of the opinion that the action and proceedings of said board had and taken at its meetings on November 27 and 29, 1895, dispensing with the services of the appellant herein as treasurer from and after December 3, 1895, and appointing Mrs. Anna W. Lowes as treasurer from said December 3, 1895, fixing the bond of

Mrs. Lowes at \$20,000, and directing the appellant to transfer the money in his possession as treasurer to said Mrs. Lowes, and to turn over the books and papers in his possession to said board, are and each of them was without power or authority on the part of said board, and should be vacated and set aside. That said board restore to the appellant, as treasurer, all moneys in the hands of Mrs. Lowes, belonging to said district, and all books and papers pertaining to the office of treasurer, turned over by said appellant to said board.

The appeal herein is sustained.

It is ordered, That the action and proceedings of the board of education of Union Free School District No. 2, Middletown and Southfield, Richmond county, had and taken at its meetings held on November 27 and 29, 1895, and each of said meetings, dispensing with the services of the appellant, William Robinson, as treasurer from and after December 3, 1895, and appointing Mrs. Anna W. Lowes as treasurer from said December 3, 1895, fixing the bonds of Mrs. Lowes at \$20,000, and directing the said appellant, Robinson, to transfer the moneys in his possession as treasurer to said Mrs. Lowes, and to turn over the books and papers in his possession to said board, be, and the same are, and each of them is, vacated and set aside.

It is further ordered, That said board, without unnecessary delay, reinstate the said appellant, William Robinson, as treasurer, in accordance with the terms of the resolution of said board appointing him treasurer, adopted by said board on September 3, 1895.

No. 4419

In the Matter of the Appeal of PETER M. MARTIN AND OTHERS v.
ERWIN WEAVER, Trustee School District No. 7, Town of Rush,
Monroe County.

To authorize the trustee of a school district against the objection of any one or more of the qualified voters therein, to permit the use of the schoolhouse for holding religious meetings and Sunday schools, or for any other purpose than for school purposes, he must find some provision of law giving him such authority. When a school building is used for any other than school purposes or in any manner which interferes with its use for school purposes or where the property of the district is injured by such use, or where there are differences of opinion among the inhabitants of the district as to the advisability of using the schoolhouse for any other than school purposes, it becomes the duty of the State Superintendent of Public Instruction, upon an appeal being taken to him, to strictly observe and enforce the provisions of the school law governing such use.

(Decided January 16, 1896.)

William Carter, attorney for appellants.

The appellants in the above-entitled matter appeal from the action of the respondent in permitting the use of the schoolhouse

in district No. 7, town of Rush, Monroe county, for the holding therein of religious meetings and Sunday school.

An answer has been made to the appeal by the respondent, Weaver, the trustee of the said district.

It appears that the respondent, as such trustee of said district, has permitted the use of the school building in said district for religious meetings and for Sunday schools; that on or about October 19, 1895, a paper, signed by thirteen of the residents and qualified voters of said district, stating that they objected to the use of said school building for any purpose not warranted by law, and specially objected to its use for religious meetings, and demanding that such use be prohibited by the respondent as trustee, was delivered to the respondent as trustee; that on or about October 22, 1895, a paper signed by thirty-five of the residents and qualified voters of said district, asking that the schoolhouse continue to be used for religious purposes; that for several years said schoolhouse has been used for religious meetings and Sunday schools with the permission of the respondent and his predecessors in office as trustees of said district; that said religious meetings are not held by any one sect or denomination, but are union services participated in by persons of various religious denominations; that the village of West Rush is located in said school district, containing quite a number of people desirous of attending religious services, and that there is no hall or other suitable building for use for such purposes; that the persons attending such religious meetings have, at their own expense, placed in said schoolhouse a cabinet organ, lamps and window shades, which can be used, if desired, in conducting the school of the district; that the fuel and lights used at such religious meetings are furnished by and at the expense of the persons attending such meetings.

It also appears that the schoolhouse has been cleaned at divers times by persons interested in said religious meetings and also swept at different times, and the window shades washed; but it does not affirmatively appear that after each of said meetings or Sunday schools were held, that the schoolhouse was thoroughly cleaned, swept and put in order by or at the expense of the persons interested in said meetings.

It does not appear that the schoolhouse, or its furniture, aside from the natural wear and tear incident to its use for said meetings and Sunday schools, has been injured.

Schoolhouses are constructed and maintained by school districts for the purpose of public education by qualified teachers in the schools conducted therein, and also to furnish a place for the holding of school meetings, and for no other purpose.

By subdivision 6 of section 47, article 6, title 7, of the Consolidated School Law of 1894, the custody and safe keeping of the dis-

strict schoolhouse or houses, their sites and appurtenances, in the respective school districts of the State, are given to the trustee or trustees of said districts respectively. The respondent herein, as sole trustee of said school district No. 7, of Rush, under the school law, is the custodian of the schoolhouse and appurtenances of said district; but such schoolhouse, etc., does not thereby become his private property, and he can not put it to any use which he sees fit; he is to manage it as the representative of the school district, and for school purposes only, and so that the instruction of the pupils in the school shall not be embarrassed by any use of the house other than for school purposes, and that the property of the district, and the furniture, books and papers belonging to the school or the pupils, shall not be injured or destroyed. No use of the schoolhouse should be permitted or tolerated by him which may or does give occasion to a controversy among the inhabitants of the district.

To authorize the respondent herein, against the objection of any one or more of the qualified voters in said district, to permit the use of the schoolhouse for any other purpose than for school purposes, he must find some provision of law giving him such authority. Section 52, article 6, title 7, of the Consolidated School Law of 1894, gives authority to the respondent herein, as sole trustee of said district, to freely permit the schoolhouse therein, when not in use for the district school, to be used by persons assembling therein for the purpose of giving and receiving instruction in any branch of education or learning, or in the science or practice of music.

The respondent herein contends that said section 52 gives him authority to permit religious meetings and Sunday schools to be held in the schoolhouse in said district, for the reason that "Instruction in the principles of Christianity is the highest form of education." Such contention is not well taken. The school law refers wholly to secular as distinguished from religious education or learning. The Legislature intended in its use of the words, "in any branch of education or learning," that such branches of education and learning as are taught in the common and higher grades of schools, and in academies, colleges and universities should be understood and not instruction in religious education or learning as taught in Sunday and church schools and in the churches. Even under said section 52 the respondent, as such trustee, can not make any permanent contract for the occupation of the schoolhouse, but can simply give a license revocable at pleasure. Strictly speaking, he can grant no right to use the schoolhouse for any other than educational purposes; and can only, by his acquiescence in any such use, estop himself from bringing an action for

the act of entering the schoolhouse, which would otherwise be a trespass.

My predecessors in office have, in many cases, refused to interfere with the action of trustees in permitting schoolhouses to be used for religious meetings; but each case has been decided upon the facts as established therein. No such refusal to interfere has been made in any case in which the action of the trustee or trustees has given occasion to a controversy among the inhabitants of the district.

It appears from the papers presented in this appeal that out of the forty-eight residents and qualified voters of the district who have expressed their opinion as to the act of the respondent, thirteen, more than one-fourth, are opposed to the use of the schoolhouse for holding religious meetings and Sunday school. The action of the trustee has occasioned a controversy among the inhabitants of the district.

The holding of religious meetings in schoolhouses is almost always the source of dispute in every district in which such a meeting is held, and such disputes are detrimental to the best educational interests of such districts. I am not in favor of the use of the schoolhouses for holding meetings for any purpose or purposes whatever other than those recognized by the school law, no matter how laudable the purposes of such assembly of persons may be.

I am clearly of the opinion that when a school building is used for any other purpose or in any manner which interferes with its use for school purposes, or where the property of the district is injured by such use, or where there are differences of opinion among the inhabitants of the district as to the advisability of using the schoolhouse for any other purpose than school purposes, it becomes the duty of the State Superintendent of Public Instruction, upon appeal, to strictly observe and enforce the provisions of the school law governing the matter.

The appeal herein is sustained.

It is ordered, That said Erwin Weaver, as such trustee of school district No. 7, town of Rush, Monroe county, forthwith notify the persons conducting and attending said religious meetings and Sunday school, heretofore held in the schoolhouse in said district, that no further or other meetings and Sunday schools shall be or will be permitted to be held in said schoolhouse in said district, and that the permission and consent heretofore given by him, that such religious meetings and Sunday school be so held, is revoked, cancelled and withdrawn.

It is further ordered, That said Erwin Weaver, as such trustee, be, and he hereby is, enjoined and restrained from permitting or consenting to the holding of any religious meetings and Sunday

schools in the schoolhouse in said district No. 7. town of Rush, Monroe county, from and after the date at which he shall receive notice of my decision and orders herein.

No. 4427

In the Matter of the Appeal of GEORGE W. WILSON, Trustee, School District No. 5, Town of Lumberland, Sullivan County, from Decision of Local Board in the Matter of the Alterations of School Districts Nos. 1 and 5, Town of Lumberland, Sullivan County.

The alteration of school districts, solely for the purpose of equalizing valuations in districts affected, is against public policy, and will not be sustained by this Department. Such purpose of equalization of values may be an element for consideration, but should not be the controlling one.

(Decided March 3, 1896.)

John Z. Twichell, school commissioner of the first commissioner district of Sullivan county, on November 22, 1895, made an order upon the consent of the trustee of school district No. 5, but without the consent of the trustee of school district No. 1, town of Lumberland, Sullivan county, altering the boundaries of said district No. 5 so as to include all the real estate of lot 36 lying south of the foot of the tow path of the Delaware and Hudson canal; and altering the boundaries of said district No. 1 so as to take out of said district that part of lot 36 north of the foot of the tow path of said canal and which order was to take effect on March 2, 1896. That on December 28, 1895, a local board composed of Commissioner Twichell and Supervisor Smith of the town of Lumberland (the clerk of said town, being the trustee of said district No. 5, not sitting), after hearing all persons desiring to be heard in relation to said order rendered its decision, vacating said order of Commissioner Twichell. From said decision of said local board the appellant in the above-entitled matter, as trustee of district No. 5 and on behalf of said district, has taken an appeal.

It appears that the aggregate amount of taxable property in district No. 5 is \$5,885 and the amount raised therein for school purposes the present school year is \$157, the tax rate being 2.67 per cent.; that the aggregate amount of taxable property in district No. 1, other than the Delaware and Hudson canal, is \$5,490, and the valuation of such canal company within the district is \$54,101.60, making the total valuation \$59,590.60; that the amount

raised therein for school purposes for the school year of 1894-5 is \$625, the tax rate being .010488.

It further appears that school district No. 1 was formed by an order made February 18, 1850, by the then town superintendents of schools fixing the boundaries thereof, which order was recorded in the office of the town clerk of said town on March 23, 1850; that the said boundaries had not been changed up to November 22, 1895.

It is admitted by the parties to this appeal that the alteration of said districts, as described in said order of Commissioner Twichell, so far as the inhabitants of district No. 5 were concerned, was solely for the purpose of increasing the amount of taxable property in the district by including within its boundaries a section of said Delaware and Hudson canal. It appears that three and nineteen-twentieths miles of said canal is within said district No. 1 and the order of Commissioner Twichell would take about three-quarters of a mile of said canal from district No. 1 of the valuation of \$10,000 and annex it to district No. 5. It is not claimed that said order was made for the convenience or benefit of the residents of the territory affected, nor would it enlarge their school privileges.

The decision of the local board vacating the order of Commissioner Twichell was based upon the decision of Superintendent Draper in appeal No. 3534, on November 13, 1886.

The facts in appeal No. 3534 appear to have been that in district No. 5, Poughkeepsie, there were about two and one-half miles of the New York Central railroad, and no portion thereof in district No. 1; that the order therein appealed from cut off territory containing about three-quarters of a mile of said railroad from No. 5 and annexed it to No. 1; that the fact was undisguised that the object of the order was solely to increase the valuation of property in district No. 1. Superintendent Draper in his decision said: "In any event, I am not prepared to give sanction to the proposition that school districts should be changed only for the purpose of equalizing valuations. Perhaps it may properly be an element for consideration, but it should not be the controlling one. If districts are to be altered whenever, and only because one has more valuable property than another, the result would be a constant struggle for the annexation of such property, and the people and the school system would be endlessly involved in controversy in consequence of it. This is against public policy, and as it is the essential, if not the only, ground upon which the change here in question was made, it can not be sustained."

I concur in the views stated by Superintendent Draper. Altering school districts only for the purpose of equalizing valuations

is not sustained by this Department; it may be an element for consideration, but it should not be the controlling one.

The appeal herein is dismissed and the decision of the local board affirmed.

No. 4441

In the Matter of the Petition of CHARLES H. SIMPKINS for the removal from office of HARVEY S. HEMPSTEAD as Trustee of School District No. 3, Town of Coeymans, Albany County.

Under the school law the supervisors of towns and collectors of school districts are the legal custodians of the public moneys of the State apportioned to the school districts and of moneys collected upon tax-lists by the collectors or received by them from county treasurer or boards of supervisors for taxes returned; and such moneys can only be paid out by the supervisors and collectors upon the written order of the trustees or a majority of the board of trustees to the order of the person or persons entitled to receive the same. Trustees of school districts have no lawful authority to receive or to retain in their custody any of such moneys.

(Decided April 9, 1896.)

Andrew Vanderzee, attorney for petitioner.

Lewis Cass, attorney for respondent.

The petitioner in the above-entitled matter asks for the removal of the above-named Hempstead as trustee of said school district for willful violation and neglect of duty as such trustee.

From the papers presented herein the following facts are established:

That at the annual school meeting held in said district, said Hempstead was elected as trustee of said district and acted as such during the school year of 1894-5; that at the annual school meeting held in said district in August, 1895, said Hempstead was elected as trustee and ever since has been, and still is, acting as such trustee; that on or about August 10, 1895, the said Hempstead obtained from Helen S. Willis of the village and town of Coeymans, agent for certain insurance companies, a policy of insurance for the sum of \$1,000 upon the schoolhouse in said district, the premium, etc., therefor to be paid, amounted to the sum of \$15; that on or about September 19, 1895, said Hempstead presented to Dwight Butler, collector of said school district, an order of which the following is a copy: "Ravena, N. Y., September 19, 1895. To Dwight Butler, Collector of Taxes, School District No. 3, Town of Coeymans: Pay to Helen Willis the sum of \$22.50 on premium on insurance on schoolhouse in said district. H. S. Hempstead, Sole Trustee," and said Hempstead then asked

said Butler to pay to him (Hempstead) the said \$22.50, stating he wanted it to pay the insurance premium to Mrs. Willis, and thereupon said Butler paid to said Hempstead said sum of \$22.50, and took said order and filed the same among his vouchers of payments for said school district; that at some date between September 1 and November 8, 1895, the said Willis and Hempstead had a conversation at which said Hempstead stated in substance that said premium could not be paid for the reason that there were no funds on hand available for that purpose, and said Hempstead paid to said Willis the sum of \$7.50 owing by him for insurance upon certain property belonging to him; that on or about November 8, 1895, said Willis had an interview with Butler, collector of said district, and then asked Butler whether he had received an order for her, to which Butler replied: "Yes, have you not received your money?" to which she replied, "No," and thereupon said Butler produced and exhibited to said Willis the said order of Hempstead, dated September 19, 1895 (of which a copy is hereinbefore given), and stated that he had paid to said Hempstead the said sum of \$22.50; that said Willis then informed said Butler that the insurance premium, etc., was not \$22.50, but \$15, and took a copy of said order; that on the same day and after the said interview with Collector Butler, said Willis had an interview with said Hempstead at which he stated in substance, "I am sorry that we had to keep you waiting so long for this order," and thereupon gave to said Willis an order upon said Collector Butler for the sum of \$15, signed by said Hempstead as trustee; that said Willis then exhibited to said Hempstead the aforesaid copy of the said order for \$22.50, and asked Hempstead "What about this order?" and said Hempstead, after looking at said copy of order, said to Willis, "Give me that other order and I will pay you the \$15 out of my own pocket," whereupon said Willis delivered to Hempstead said order for \$15 given her by him, and Hempstead paid to her the sum of \$15 in cash; that said Willis never authorized said Hempstead to draw said order for \$22.50, either directly or indirectly, and never knew of the existence of said order until November 8, 1895; that the total sum due and owing to said Willis for insurance, including policy and premium, was the sum of \$15 and no more, and she had no other charge against said district.

That on or about October 15, 1895, the said Hempstead, as such trustee, at his request, received from Collector Butler the sum of \$80, giving to said Butler his (Hempstead's) receipt as trustee, the said Hempstead stating to said Butler that said sum of money was for the purpose of paying for things he had bought for the schoolhouse.

That on or about December 4, 1895, said Hempstead received from Thomas F. Mason, deputy county treasurer for John Bowe, county treasurer of Albany county, a check of said Bowe, No. 2312, dated on that day, drawn upon the Albany City National Bank, for the sum of \$60.02, to the order of Dwight Butler, collector, school district No. 3, Coeymans; that said check was for certain taxes returned by said collector as unpaid under the provisions of the Consolidated School Law; that on said December 4, 1895, the said Hempstead indorsed the said check, "Dwight Butler, Collector, District No. 3, Coeymans," and also "H. S. Hempstead," and received from said bank said \$60.02; that said Hempstead has not paid said sum of \$60.02 or any part thereof to said Collector Butler. That in the month of May, 1895, there was in the possession of Henry Slingerland, of Coeymans, the sum of \$9.66 of moneys deposited with him by the supervisor of the town of Coeymans, and on May 25, 1895, said Hempstead, as trustee of said school district No. 3, Coeymans, requested said Slingerland to inform him if there was any public money due to said district in his hands deposited by said supervisor, and said Slingerland examined the account of the supervisor with said district and found that the sum of \$9.66 was due said district, and thereupon, at the request of said Hempstead, gave to Hempstead his check for said sum of \$9.66, which check was duly paid after having been indorsed by said Hempstead.

That about January 1, 1895, said Hempstead, as such trustee, made a contract with Patrick J. Sweeney, of the city of Albany, for a heater for the schoolhouse in the district for the sum of \$200, and the heater was placed in said schoolhouse; that on or about March 5, 1895, Hempstead delivered to Collector Butler an order signed by Hempstead, as trustee, for the sum of \$200, payable to P. J. Sweeney, and requested said Butler to pay him (Hempstead) the \$200, as he was going to Albany and would pay said Sweeney said \$200 for the heater, and said Butler paid Hempstead said \$200; that on or about April 2, 1895, said Hempstead paid P. J. Sweeney \$100 in money and gave Sweeney his (Hempstead's) note, as trustee, for \$100; that said Hempstead paid upon said note at different times and in divers sums the aggregate sum of \$75; that on or about February 6, 1896, said Hempstead, as such trustee, gave to said Sweeney an order upon Collector Butler for the sum of \$25, in which order it was stated that the sum stated therein was for repairs to said heater; that said order was presented to said Collector Butler for payment and the payment thereof refused by him and said order remains unpaid, and there still remains due and unpaid to said Sweeney said sum of \$25; that at the time said order of \$25 was

given to said Sweeney there was no sum due to him for repairs to said heater.

The respondent, Hempstead, has attempted to give an explanation of the aforesaid transaction with Mrs. Willis, but such explanation is without merit. So far as the papers herein show, said Hempstead has unlawfully in his possession the sum of \$7.50, the property of said district, and which sum should be in the possession of the collector, Butler. The respondent, Hempstead, alleges that said sum of \$80, so as aforesaid received by him from said collector, "has been expended for the sole benefit, use and profit of the district as will fully appear in his report at the next annual meeting of said school district." Such explanation is without merit, and is no excuse for the unlawful action on his part in drawing and receiving said money from the collector of the district.

In relation to the \$60.02 received by the respondent, Hempstead, upon the check of County Treasurer Bowe, said Hempstead contends that he was authorized by Collector Butler to indorse the name of Butler upon the check, which contention said Butler alleges is untrue. The respondent herein alleges that he informed Collector Butler he would deliver to him said sum of \$60.02 at any time he (Butler) would call for it. So far as this proceeding is concerned, it is immaterial whether the respondent had authority to indorse the name of the collector upon the check or not, that is a matter to be settled in the criminal courts; but the respondent admits having in his possession the money, which it is his duty to pay over to the collector, who is the only legal custodian thereof, without waiting for the collector to come to him (Hempstead) for it.

In relation to the receipt by the respondent of said sum of \$9.66 from the supervisor of Coeymans, he acted in violation of the school law, as he should have drawn his order upon the supervisor in favor of the teacher to whom the district was indebted.

The acts of the respondent in relation to the matter with Sweeney in the payment for the heater was in violation of the school law. The respondent should have drawn his order upon the collector in favor of Sweeney and delivered the same to Sweeney.

Under the school law the supervisors are the legal custodians of the public moneys of the State apportioned to the school district, and said supervisors can only pay out said moneys upon the orders of the trustees or a majority of the trustees in favor of qualified teachers; the collectors of the school districts are the legal custodians of all moneys collected by them upon the tax-list issued to them or received from county treasurers or boards of supervisors for taxes returned, and such moneys can only be

paid out by such collectors upon the written order of the trustees, or a majority of the board of trustees, to order of the person or persons entitled to receive the same. Trustees of school districts have no lawful authority to receive or retain in their custody any of said moneys. Under the school law I have the power, whenever it shall be proven to my satisfaction that any school officer has been guilty of any willful violation or neglect of duty under the Consolidated School Law, or any other act pertaining to common schools, to remove such school officer from office.

The respondent, Hempstead, has been a trustee of school district No. 3, town of Coeymans, Albany county, since the commencing of the school year 1894-5, and, it is presumed, knows what the law relating to his duties as such trustee is.

I do find and decide that Harvey S. Hempstead, as trustee of school district No. 3, town of Coeymans, Albany county, has been proven to my satisfaction guilty of willful violation and neglect of duty under the Consolidated School Law.

The petition herein should be sustained.

Whereas, It having been proven to my satisfaction that Harvey S. Hempstead, trustee of school district No. 3, town of Coeymans, Albany county, has been guilty of willful violation and neglect of duty as such trustee, under the Consolidated School Law, I do hereby remove said Harvey S. Hempstead from office as trustee of school district No. 3, town of Coeymans, Albany county.

No. 4445

In the Matter of the Appeal of THOMAS PENNEY v. BOARD OF EDUCATION OF UNION FREE SCHOOL DISTRICT No. 6, Town of North Greenbush, Rensselaer County.

It is the duty of trustees of school districts, when requested by a respectable number of the inhabitants of their respective districts, to call a special meeting for the transaction of any proper and legal business which such petitioners might desire to bring before it.

(Decided April 18, 1896.)

John S. Wolfe, attorney for appellant.

Charles J. Buchanan, attorney for respondents.

This is an appeal from the refusal of the board of education of Union Free School District No. 6, town of North Greenbush, Rensselaer county, upon the applications of inhabitants of said school district qualified to vote at school meetings therein, to call

a special school meeting or meetings therein for the purpose of considering and acting upon the proposition to change the schoolhouse site, and to designate a new schoolhouse site for said district upon which to construct the new schoolhouse of the district.

The appellant alleges in his appeal that during the month of September, 1895, a committee of thirteen, duly appointed by the legal voters of said school district, presented to the respondents herein a request that said respondents call a special meeting of the district for the purpose of considering a change of schoolhouse site, and the designation of a new site, and the question of whether the new schoolhouse should be constructed on the old site or not; that on or about January 15, 1895, a petition was presented to the board of education, signed by 210 of the legal voters of said school district, of which the following is a copy: "To the Honorable Board of School Trustees of Union Free School District No. 6, of the town of North Greenbush: Gentlemen.—We, the undersigned, would most respectfully request you to call a district meeting, at which the subject of a schoolhouse site may be considered, or that you call an election and submit the direct question, Shall the old site be used?" that said application of the committee of thirteen and said petition of 210 legal voters were, and each of them, was refused by the respondents.

The respondents in their answer to the appeal herein deny that said appeal states facts sufficient to constitute an appeal against any action by the respondents, and that the same is not sufficient and does not in any wise constitute an appeal from any action by the respondents as stated therein. Said respondents admit that said application of said committee of thirteen, and the petition of the 210 legal voters were, and each of them was, received, and that they refused to call said meetings applied and petitioned for. The respondents deny that they were obliged legally or otherwise to submit any of the resolutions referred to in the appeal herein to the voters of said school district.

It appears that at a special meeting of the inhabitants of said school district, held on June 17, 1895, among other proceedings taken thereat, a resolution was adopted by a vote of 155 in the affirmative and 129 in the negative, that the board of trustees of the said district raise by tax, to be levied by installments, the sum of \$25,000, for the purpose of building a new schoolhouse upon the site then owned by the district, provided no new site is purchased, and that bonds be issued and sold, as in said resolution specified. It does not appear that said resolution has ever been rescinded, reconsidered or amended, or that any appeal has been taken to the State Superintendent of Public Instruction from said action of said meeting.

Under the provisions of title 14 of the Consolidated School Law of 1894, it is enacted that any person conceiving himself aggrieved in consequence of any decision made by any school meeting, by any other official act or decision concerning any other matter under said act, or any other act pertaining to common schools, may appeal to the superintendent of public instruction.

This Department for forty years has entertained and decided appeals from the acts or decisions of trustees of school districts in refusing, when requested by a respectable number of the inhabitants of their district, to call a special meeting for the transaction of any legal and proper business which such petitioners might desire to bring before it.

It is clear from the action of the said special meeting, held in said district on June 17, 1895, authorizing a tax of \$25,000 for a new schoolhouse upon the site then owned by the district, provided no new site is purchased, that the changing of the site and the designation of a new site, was being considered and might be made before the construction of the new schoolhouse was commenced. In fact, it appears that a proposition to designate the Wiggins' property as a new schoolhouse site was acted upon at a special meeting of the district held on August 26, 1895.

The power to designate schoolhouse sites is given by the school law to district meetings and such meetings can not delegate that power to trustees.

I am clearly of opinion that the qualified voters of Union Free School District No. 6, North Greenbush, have the right and should have an opportunity to fully discuss and consider the question of a change of the schoolhouse site therein and to designate a new schoolhouse site upon which to construct their new schoolhouse, and it was the duty of the respondents herein to have granted the petition presented to them on January 15, 1896, and to have called a special district meeting to consider and act upon the matters stated in said petition.

I decide that the appeal herein is sufficient under the school law relating to appeals and the rules of practice of this Department relative to appeals, and that I have jurisdiction to entertain, hear and decide the same; that it was a violation of duty on the part of the respondents herein in refusing to call a special district meeting for the purposes asked for in the petition of the legal voters of the district presented to them on January 15, 1896.

On January 29, 1896, I made an order herein enjoining and restraining the board of education of Union Free School District No. 6, town of Greenbush, Rensselaer county, from advertising for bids to construct a new school building upon the present schoolhouse site of said district; and from opening said bids should such advertisement have been made; and from making or letting any

contract for the building of said new schoolhouse upon the present schoolhouse site of said district; and from doing any act, matter or thing in relation to the construction of said new school building until the hearing and decision by me of the appeal herein, or until any further order shall be made by me in the premises.

The appeal herein is sustained.

It is ordered, That the board of education of Union Free School District No. 6, town of North Greenbush, Rensselaer county be, and it is hereby, directed, without unnecessary delay, to call a special meeting of the inhabitants of said union free school district qualified to vote at school meetings therein, pursuant to the provisions of section 10, article 2, title 8 of the Consolidated School Law of 1894, chapter 556 of the Laws of 1894, and the acts amendatory thereof, for the purpose of considering the proposition whether the new schoolhouse for said district shall be constructed upon the present schoolhouse site; and if such proposition shall be decided in the negative, then to consider the proposition of changing the present schoolhouse site, and the designation of a new schoolhouse site.

It is further ordered, That the order made by me herein on January 29, 1896, enjoining and restraining said board of education from advertising for and opening bids for the construction of the new schoolhouse, and from letting any contract for the building of such new schoolhouse, and from doing any act, matter or thing in relation to the construction of said new schoolhouse be, and the same hereby is, continued in full force and effect until a further order shall be made by me in the premises.

No. 4450

In the Matter of the Appeal of JOSEPH S. MAYER *v.* CASSIUS H. BARNES, Trustee, School District No. 2, Town of Scriba, Oswego County.

This Department has uniformly held for many years that when upon an appeal it is established that a school building is used for any other purpose or in any manner which interferes with its use for school purposes, or giving and receiving instruction in any branch of education or learning, or the science or practice of music, or where there are differences of opinion among the inhabitants of the district as to the advisability of the use of the schoolhouse for any other than school purposes; or where the property of the district or of the pupils is injured by such use, it becomes the duty of the State Superintendent of Public Instruction to strictly observe and enforce the provisions of the school law relating to such use.

(Decided May 11, 1896.)

The appeal in the above-entitled matter is taken from the action of the trustee of school district No. 2, town of Scriba, Oswego

county, in permitting the use of the schoolhouse of said district for meetings of the Ontario lodge of Independent Order of Good Templars.

The pleadings herein consist of the appeal, answer, reply and rejoinder.

The facts material to the issue, as appear from such pleadings, are as follows:

That the Ontario lodge of Independent Order of Good Templars, a secret society or association having its pass-word, grips, etc., holds weekly meetings in the schoolhouse of said district, with the permission of the trustee of said district, and have been so held for some considerable time; that at such meetings, when the initiation of members takes place, none but members of the order are admitted, and that at other meetings all persons so desiring are admitted; that a petition signed by twenty-one persons who claim to be voters and taxpayers, has been presented that the schoolhouse be closed against the meetings of said order, and a petition signed by thirty persons, who claim to be taxpayers in said district, but six of whom it is stated upon the petition are non-residents of said school district, leaving the names of twenty-four residents of the district, is also presented, asking that the said order be permitted to hold its meetings in said schoolhouse.

It is alleged by the respondents herein that of the twenty-one persons signing said petition that the schoolhouse be closed against the said meetings of said order, eleven are not qualified voters in said school district. Admitting, for the purpose of argument only, that said allegations are true, it appears that of the thirty-four qualified voters of said district contained in the two petitions, more than one-fourth and nearly one-third are opposed to said order holding its meetings in said schoolhouse.

A large portion of the matters contained in the papers filed in this appeal are not relevant to the question at issue herein.

First. As to the action of the annual school meeting held in August, 1895, upon the two resolutions offered, viz., one opposed and one in favor of permitting the schoolhouse in said district to be used for the meetings of said order, or for other use than for school purposes. By subdivision 6 of section 47, article 6, title 7 of the Consolidated School Law of 1894, it is enacted that it shall be the duty of the trustee or trustees of every school district, and they shall have power to "have the custody and safe keeping of the district schoolhouse or houses, their sites and appurtenances." Whether the said annual school meeting voted in favor of or against permitting the use of the schoolhouse for any other than school purposes is wholly immaterial, and the action of the meeting was but an expression of opinion on the part of those present and voting, and would not be lawfully binding upon the trustee of the district any

more than a vote of said meeting directing the trustees to employ as teacher a person named by the meeting, or that the trustee should pay a sum fixed by the meeting as compensation for the services of a teacher. The school law gives to the trustee of the district the custody and safe keeping of the schoolhouse, etc., therein and the voters of the district can not change the powers and duties of said trustee in that regard by any action they may take.

Second. As to whether or not Mrs. Mary O'Hara signed the petition against permitting the use of the schoolhouse for meetings of said order under a misapprehension of the nature of the petition. It appears that Mrs. O'Hara has signed both petitions. The erasure of her name from the petition against such use of the schoolhouse would not, in any way, affect the question at issue, as out of thirty-three voters expressing their wishes, nine, more than one-fourth, are opposed to said use of the schoolhouse.

Third. As to whether or not any rent has been paid by said order for its use of the schoolhouse; or whether the order has paid any part of the compensation of the janitor; or has paid for fuel and light used at its meetings; or allowed the school to use the organ owned by it, etc., are not, nor is any or either of them, material in determining the question at issue.

The question presented herein for my decision is, had or has the trustee of school district No. 2, town of Scriba, Oswego county, authority under the school law to permit the schoolhouse of said district to be used by the Ontario Lodge of Independent Order of Good Templars for holding its meetings.

Public schoolhouses are constructed and maintained by school districts for the purpose of public instruction by qualified teachers in the schools conducted therein, and also to furnish a place for the holding of school district meetings.

Under the provisions of the school law the trustees of school districts are charged with the custody and safe keeping of the district schoolhouse or houses, their sites and appurtenances, in the respective school districts for the purpose of public instruction and for school district meetings.

The respondent herein, Cassius H. Barnes, as sole trustee of school district No. 2, town of Scriba, Oswego county, under the school law, is the custodian of the schoolhouse, site and appurtenances in said district. Such schoolhouse, etc., does not thereby become his property, and he can not put it to any use, or permit it to be used for any purpose that he sees fit. His custody and safe keeping thereof must be exercised by him as the representative of the school district, and for school purposes only. No use of the schoolhouse should be permitted or tolerated by him which does or may give occasion to a controversy among the inhabitants of the district.

The respondent herein, to authorize him to permit the use of the schoolhouse for any other than for school purposes, against the objection of any one or more of the qualified voters in said district, must find some provision of law giving him such authority.

Under section 52, article 6, title 7, of the Consolidated School Law of 1894, the respondent herein, as sole trustee of said district, has authority to freely permit said schoolhouse therein, when not in use for the district school, to be used by persons assembling therein for the purpose of giving and receiving instruction in any branch of education or learning, or the science or practice of music.

The Legislature clearly intended by the use of the words "in any branch of education or learning" such branches of education or learning as are taught in the common or higher grades of schools, and in academies, colleges and universities.

It is clear, from the proofs herein, that the Ontario Lodge of Independent Order of Good Templars at their meetings, do not give, nor do the persons assembled thereat receive, instruction in any branch of education or learning within the meaning intended by the Legislature as contained in said section 52.

Superintendent Draper in July, 1887, in his decision of an appeal taken to him where the question was presented whether a district meeting or the trustee can, over the objection of any interested party, let school property for use at certain times by a temperance lodge or society said, "The persons who were permitted to use it did not assemble for the purpose of giving and receiving instruction, but for the promotion of temperance. However laudable the purpose of their assembly, it is not a purpose recognized by the State. I am, therefore, of the opinion that the leasing complained of was unlawful, and that the appeal must be sustained."

It is clear from the proofs herein that not only the objection of one interested party in said district is made to the meetings of said order in said schoolhouse, but that nearly one-third of the qualified voters of said district object to said use of said schoolhouse, and that the action of the respondent herein in permitting such use has occasioned a controversy among the inhabitants of said district. This Department has uniformly held for many years, that when upon appeal it is established that a school building is used for any other purpose, or in any manner which interferes with its use for school purposes, or giving and receiving instruction in any branch of education or learning, or the science or practice of music or where there are differences of opinion among the inhabitants of the district as to the advisability of using the schoolhouse for any other than school purposes, or where the property of the district, or one of the pupils is injured by such use, it becomes the duty of the State Superintendent of Public Instruction to strictly

observe and enforce the provisions of the school law governing the matter.

The appeal herein is sustained.

It is ordered, That Cassius H. Barnes, as trustee of school district No. 2, town of Scriba, Oswego county, forthwith notify said Ontario Lodge of Independent Order of Good Templars, or the officers thereof that no further or other meetings of said Ontario Lodge of Independent Order of Good Templars shall be or will be permitted to be held in the schoolhouse in said district, and that the permission and consent heretofore given by him that said lodge may hold its meetings therein is withdrawn, cancelled and revoked.

It is further ordered, That said Cassius H. Barnes, as such trustee, be, and he hereby is, enjoined and restrained from permitting or consenting to the said Ontario Lodge of Independent Order of Good Templars meeting in or holding any meetings in said schoolhouse in said district, from and after the day or date on which he shall receive notice of my decision and orders herein.

No. 4451

In the Matter of the Appeal of ALEXANDER H. DE CLERCQ and CHARLES O. NILES, as Trustees of School District No. 7, Town of Cazenovia, Madison County, from Decision of Local Board in the Matter of the Alteration of School District No. 7, and Union Free School District No. 10, Town of Cazenovia, Madison County.

Where it clearly appears that the essential, if not the only, ground of an order taking territory from one school district and annexing it to another is for the purpose of the equalization of the valuation; held, that to confirm such order would be contrary to public policy and the rulings of this Department. While the equalization of valuations may properly be an element for consideration in the alteration of school districts it should not be the controlling one. If a wealthy school district desires to obtain a part of the territory of a comparatively weaker district for the sole purpose of benefiting such wealthy district financially and such desire is sanctioned by this Department, the result will be a constant struggle for the annexation of such territory and the people and the school system would be endlessly involved in controversies in consequence thereof.

(Decided May 18, 1896.)

E. N. Wilson, attorney for appellants.

M. H. Kiley, attorney for respondents.

On or about December 24, 1895, Lincoln A. Parkhurst, school commissioner of the second commissioner district of Madison

county, on the consent in writing of the trustees, constituting the board of education of Union Free School District No. 10 of the town of Cazenovia, Madison county, the trustees of school district No. 7 of the town of Cazenovia, Madison county, having refused to consent, made a preliminary order altering the boundaries of said school district No. 7, and consequently altering the boundaries of said Union Free School District No. 10, by setting off certain territory in said order described from said district No. 7 to said district No. 10, and which order was to take effect on April 15, 1896. That on said December 24, 1895, said School Commissioner Parkhurst gave notice in writing to the trustees of said districts Nos. 7 and 10 of said order, and that on January 7, 1896, at 10 o'clock in the forenoon, at the office of H. J. Rouse in Cazenovia, he or his successor will attend and hear objections to said order and proposed alterations, and that said trustees might request the supervisor and town clerk of the town in which said school districts were situated to be associated with him or his successor in hearing such objections and confirming or vacating said order. That the trustees of Union Free School District No. 10 requested the supervisor and town clerk of the town of Cazenovia to be present at such hearing and to be associated with the school commissioner of the second commissioner district of Madison county in hearing objections and in deciding to confirm or vacate said order. That on January 7, 1896, at the time and place mentioned in said notice there were present Commissioner Parkhurst, Supervisor Cook and Town Clerk Rouse, comprising the local board and Trustees De Clercq and Niles, representing district No. 7, and Trustees Irish and Loyster, representing district No. 10, when said hearing was adjourned to January 15, 1896, and on that day further adjourned to January 30, 1896. That on January 30, 1896, witnesses were sworn and examined before said local board, and subsequently, said testimony having been duly considered, said local board, by the affirmative vote of each member thereof, confirmed said preliminary order of said School Commissioner Parkhurst.

From said preliminary order and the action of the said local board confirming the same, Trustees De Clercq and Niles of said district No. 7 have appealed, and annexed to said appeal is a copy of the testimony taken before said local board.

The respondents herein, School Commissioner Parkhurst, Supervisor Cook and Town Clerk Rouse, have filed a statement in which they concur in the facts, maps and exhibits served upon them by the appellants herein.

It appears from the papers filed herein that prior to December 24, 1895, the territory comprising school district No. 7, of Cazenovia, consisted of farming lands, excepting a portion thereof

containing about 150 acres of land, described in said preliminary order of Commissioner Parkhurst, adjoining Cazenovia lake, upon which territory there have been erected summer residences, owned by ten or twelve persons; that the aggregate assessed valuation of said district was \$222,675, and there were thirty-six persons therein who are taxed, eight of whom reside upon the 150 acres proposed to be taken from said district, and none of them have children; that of the twenty-eight taxpayers not residing upon the said 150 acres, there are only five or six having children attending school; that the aggregate assessment of ten of said twenty-eight taxpayers, having the lowest assessment, is \$2,500, leaving the remaining eighteen to pay the bulk of the taxes, and of these but three have children attending the school; that the tax assessed in the district for school purposes is .1055 on \$100; that the schoolhouse of the district is conveniently located for all parts of the district, and in good condition and well furnished, and containing an organ, chart, maps, globes, a library of 245 volumes, etc., etc.; that three terms of school of twelve weeks each have been maintained in the school year; that there were forty-one children of school age in the district, with a registration of twenty-six, and an average daily attendance of about twenty-one.

That Union Free School District No. 10 of the town of Cazenovia embraced within its boundaries a large portion of the village of Cazenovia, which village has a population of about 1,800, and had an aggregate assessed valuation of \$846,061; that the number of children of school age residing therein was 397, of which 327 were registered, and eight teachers were employed in the schools therein.

It also appears that there were but two children of school age residing upon the 150 acres of land proposed to be set off from district No. 7 to district No. 10, viz.: The children of one Dean, a tenant upon the property of L. M. Ledyard, which children attend school in district No. 10.

It is conceded that the aggregate assessed valuation of the parcel of 150 acres, proposed to be set off from district No. 7 to district No. 10 is \$133,700, which would leave in district No. 7 an aggregate assessed valuation of \$88,975, and increase that of district No. 10 to the sum of \$977,761.

It is clear that if the action of the local board and the order of Commissioner Parkhurst be affirmed, the tax rate for school purposes in district No. 7 would be increased from .1055 on \$100 to about 30 cents on \$100, or about three times as much, while that in district No. 10 would be diminished.

No proof is made herein that any qualified voter or taxpayer in said district No. 7 has requested that said parcel of 150 acres,

or any part of said district be set off into said district No. 10, not even Dean, the tenant, who sends his two children to the school in district No. 10. On the contrary it appears that said voters and taxpayers, including the owners of the parcel of 150 acres proposed to be set off, are opposed to the alteration of district No. 7 as set out in the order of Commissioner Parkhurst. Of the witnesses produced and examined before the local board all but one, H. F. Ludlow, a member of the board of education of district No. 10, were opposed to the proposed alteration, and each testified that he knew of no one in district No. 7 who was in favor of said alteration. The witnesses opposed to said alteration of district No. 7 stated as the grounds of their opposition that it would not be for the best interests of the school in the district and would result in shortening the term of the school in the school year, and greatly increase the rate of taxation for school purposes in the district.

H. F. Ludlow, the sole witness examined on behalf of the said alteration, was asked, "If the proposed alteration is made, what effect would it have on school district No. 7, in your judgment, as an educator?" and answered, "It would make it cost more; it would depend on the character of the people." To the question, "What effect would it have on No. 10?" he answered, "It would help, financially." It is not shown that the said order has been made for the convenience or benefit of residents of district No. 7, or of the residents of the territory affected, nor will it enlarge their school privileges. The residents of district No. 7 and of the territory therein to be affected protest against it. The only party who desires the alteration is the board of education of Union Free School District No. 10, which district will be benefited, financially, by having added to it property of the aggregate assessed valuation of \$133,700.

While in comparison with a great number of school districts in the State, and of twelve of the districts in the town of Cazenovia, district No. 7 is financially strong, it is, as compared with Union Free School District No. 10 a weak district. Said district No. 7 is largely a farming community and was so when said district was formed. The parcel of 150 acres proposed to be annexed to district No. 10 has increased in value by reason of the summer residences erected thereon and the decoration of the grounds connected with such residences. District No. 10 embraces within its boundaries a large portion of the village of Cazenovia, a village increasing yearly in business and wealth.

It is against the settled policy of this Department to allow property to be transferred from a comparatively weak district to a stronger one when it is not clearly shown that it will give better school facilities and increased convenience to the persons

occupying the transferred territory. The only children of school age residing upon the territory sought to be transferred are the two children of the tenant Dean, and he sends, by choice or preference, said children to the school in district No. 10. This Department has held that the mere choice or preference of a resident to send his children to a school out of the district in which he resides, rather than to one in his district, is not sufficient reason for transferring him or his lands. In the hearing before the local board the witness, Ludlow, put in evidence a statement of the aggregate assessed valuation of the twelve other school districts in the town of Cazenovia as proof that, if the proposed order of Commissioner Parkhurst became effective, the aggregate assessed valuation of district No. 7 would then be in excess of eleven of the other districts in said town.

It seems clear that the essential, if not the only ground of the said proposed order of Commissioner Parkhurst, for annexing said territory to district No. 10 was for the purpose of the equalization of valuations.

This Department has held that while the equalization of valuations may properly be an element for consideration in the alteration of school districts it should not be the controlling one.

Superintendent Draper, in a decision rendered by him on November 13, 1886, said: "In any event I am not prepared to give sanction to the proposition that school districts should be changed only for the purpose of equalization of valuations." I concur in such decision of Superintendent Draper.

In my opinion, if a wealthy school district desires to obtain a part of the territory of a comparatively weaker district for the sole purpose of benefiting such wealthy district financially, and said desire is sanctioned by this Department, the result will be a constant struggle for the annexation of such territory, and the people and the school system would be endlessly involved in controversy in consequence thereof.

To confirm said preliminary order and the action of the local board herein would be contrary to public policy and the rulings of this Department.

The appeal herein should be sustained, and the said preliminary order and the action of said local board confirmatory thereof, vacated and set aside.

The papers filed herein do not show that any confirmatory order was made, signed and filed. After the action of said local board the school commissioner should have made and filed a final order, or the order of alteration. The action of the local board did not make the alteration; the preliminary order was inchoate, and of no effect whatever until it was duly confirmed by the local board; the confirmatory order makes the alteration, and the school com-

missioner should have made such order reciting therein the preliminary order, and all the proceedings taken thereafter, including the action of the local board, and concluding with the final order of alteration made by the school commissioner, the said local board uniting with him and signing such confirmatory or final order.

The appeal herein is sustained.

It is ordered, That the said preliminary order made by said School Commissioner Parkhurst, dated on or about December 24, 1895, and the action or decision of the said local board, on or about January 30, 1896, confirming said preliminary order, be, and the same are, and each of them is, hereby vacated and set aside.

No. 4453

In the Matter of the Appeal of JOHN FISHER, WILLIAM MADDEN, MICHAEL J. JACKSON, JOSEPH SILK and WALTER F. JEFFERS, Individually and as Trustees of and Composing the Board of Education of Union Free School District No. 1, Town of East Chester, Westchester County, *v.* WALTER S. ALLERTON, School Commissioner, First Commissioner District, Westchester County. CHARLES DUSENBERRY, Jr., AND OTHERS *v.* WALTER S. ALLERTON, School Commissioner, etc.

A school commissioner has no jurisdiction to alter a school district until the trustees thereof have been asked and have given, or refused to give, their consent; a preliminary order altering or dividing the school district or erecting a new district, is simply a step in the proceeding. It is the confirmatory order by which the district is altered or divided or the new district is erected. School commissioners have no power to alter or divide school districts upon which there is an outstanding bonded indebtedness.

(Decided June 8, 1896.)

Herbert D. Lent, attorney for appellants.

The two above-entitled appeals are taken from an order made by Walter S. Allerton, school commissioner, first school commissioner district of Westchester county, altering or dividing Union Free School District No. 1, town of East Chester, Westchester county, by taking certain territory therefrom and forming a new school district to be known as district No. 3, town of East Chester, Westchester county.

The two appeals being from the same order, they are consolidated and are examined and decided as one appeal.

The principal ground upon which said appeals are brought is, that at the time of making the said order, altering or dividing

said Union Free School District No. 1, town of East Chester, said district had a bonded indebtedness outstanding.

The following facts are established by the proofs filed herein:

That at the annual school meeting in said Union Free School District No. 1, East Chester, held on August 6, 1895, a resolution was duly adopted to raise by tax the sum of \$25,000 for the purpose of purchasing a schoolhouse site and erecting a schoolhouse thereon, and that said tax be levied and collected by installments; that the board of education of said district, pursuant to the provisions of the school law, gave public notice that bonds for said \$25,000 would be sold on January 27, 1896, said bonds to bear interest from March 1, 1896, and to be delivered on or about that date; that on January 27, 1896, the Bank of Mount Vernon submitted to said board of education a bid for said bonds; that by reason of an injunction granted by the Supreme Court restraining the sale of said bonds no action was taken by said board of education upon bids received for said bonds until February 10, 1896 (said injunction having been vacated on February 7, 1896), when said board notified said bank that its bid had been accepted and said bonds awarded to it, and that said bonds would be delivered to said bank on or about March 1, 1896; that on March 4, 1896, said board of education delivered said bonds amounting to \$25,000 to said Bank of Mount Vernon, and received from said bank therefor the sum of \$25,400, being the face thereof and the premium thereon; that on or about February 10 a petition was presented to the respondent, School Commissioner Allerton, asking him to alter or divide said Union Free School District No. 1 by taking therefrom certain territory and erecting said territory into a new school district; that on February 13, 1896, said Commissioner Allerton wrote to the president of the board of education of said Union Free School District No. 1, informing him of the filing of said petition and asking if the trustees would consent to the erection of the proposed new district, and on March 4, 1896, said Allerton received a letter from said board dated March 2, 1896, informing him that said board had refused to give its consent; that on March 6, 1896, said Commissioner Allerton made a preliminary order erecting said new school district, to be known as district No. 3, East Chester, to be composed of territory theretofore contained in said Union Free School District No. 1, and reciting therein that the trustees of said district did not consent to said order, and which order was filed with the town clerk of the town of East Chester; that on March 14, 1896, said Allerton gave notice in writing to the trustees of said district No. 1, East Chester, that on March 25, 1896, at 8 o'clock in the evening he would attend at the office of the town clerk of the town of East Chester, at Tuckahoe, to hear objections to the

erection of said new school district; that in pursuance of said notice the said Allerton did attend at the time and place stated in said notice, and due opportunity was given to all persons who desired to be heard to present their objections, and all such persons were heard, the principal objection as stated being that said Union Free School District No. 1, East Chester, could not be legally altered or divided, as there was upon said district an outstanding bonded indebtedness; that afterward said Commissioner Allerton decided to confirm said preliminary order made by him on March 6, 1896, and made his confirmatory order dated March 25, 1896, erecting said new school district out of territory theretofore contained in said district No. 1, thereby consequently altering and dividing said district No. 1, which confirmatory order was to take effect on June 10, 1896, and which order was filed with the town clerk of the town of East Chester on March 31, 1896.

Section 30 of article 5, title 8, of the Consolidated School Law of 1894, among other things, enacts "And the school commissioner having jurisdiction may alter any union free school district whose limits do not correspond with those of any incorporated village or city, in the manner provided by title 6 of this act, but no such district shall be altered or divided upon which there is an outstanding bonded indebtedness."

In section 6, title 6, of said Consolidated School Law of 1894, it is enacted: "He (school commissioner) may alter the boundaries of any union free school district whose limits do not correspond with those of any city or incorporated village, in like manner as alterations of common school districts may be made as herein provided; but no school district shall be altered or divided which has any bonded indebtedness outstanding."

The application to Commissioner Allerton to alter or divide said district No. 1 by taking therefrom certain territory and erecting said territory into a new school district, was made about February 10, 1896, but it was not until March 4, 1896, that he was informed by the trustees of said district No. 1 that they refused their consent to such alteration of their district.

This Department has held that a school commissioner has no jurisdiction to alter a school district until the trustees thereof have been asked and have given, or refused to give their consent. Commissioner Allerton, therefore, had no jurisdiction to make any order in the premises until March 4, 1896, and it appears he did not make any order until March 6, 1896.

It is clear that on March 4, 1896, there was upon said Union Free School District No. 1, East Chester, an outstanding bonded indebtedness, and that said district had a bonded indebtedness outstanding of \$25,000, and, therefore, under the provisions

of the school law, said Commissioner Allerton was forbidden to alter or divide said district.

The preliminary order of March 6, 1896, did not alter or divide said district or erect a new district, but was inchoate, simply a step in the proceeding, and of no effect whatever until the same was confirmed by his action, or that of the local board, if the supervisor and town clerk were associated with the commissioner upon the hearing of objections, at the request of the trustees of district No. 1, under the provisions of the school law.

It was the confirmatory order of March 25, 1896, which, by its terms, was not to take effect until June 10, 1896; that said alteration or division of said district, and the erection of the new district, could be made and become operative, and on and since March 4, 1896, said Union Free School District No. 1, East Chester, had and has a bonded indebtedness outstanding.

As the provisions of the school law prohibited the alteration or division of said school district, I have not deemed it necessary to consider any other question presented by the appeals herein.

The appeals are sustained.

It is ordered, That the preliminary order made by Walter S. Allerton, school commissioner, on March 6, 1896, and the confirmatory order made by him on March 25, 1896, altering and dividing Union Free School District No. 1, town of East Chester, Westchester county, and the erection of a new school district, to be known as school district No. 3, town of East Chester, Westchester county, out of territory heretofore contained in said Union Free School District No. 1, are, and each of them is, hereby vacated and set aside.

No. 4455

**In the Matter of the Appeal of LOUIS POTTER v. JOHN G. PAVEK,
EDWARD P. CLONAN and NOAH BROOKS, Trustees, School Dis-
trict No. 4, Town of Highlands, Orange County.**

Neither the trustees of a school district nor the qualified voters therein have the lawful authority to assume or to decide that a school district officer who has been elected by the form or color of an election is not eligible to hold the office to which he was elected. Where a person was elected collector of a school district and accepted the office a vacancy in such office can not arise except by an order of the State Superintendent declaring the person ineligible to hold the office or that he was not duly and legally elected, or where such person files a written resignation of such office. Any appointment by the trustees of a school district to supply a vacancy must be in writing and filed with the clerk of the district.

(Decided June 8, 1896.)

This is an appeal by the appellant in the above-entitled matter from the action of the respondents, Pavek and Clonan, two of the

trustees of school district No. 4, town of Highlands, Orange county, in appointing one John Weyant as collector of said district, the appellant alleging in his appeal that he was elected collector of said district at the annual school meeting held therein, on August 6, 1895, and that he duly accepted the office and has been ready and willing to file his bond and perform the duties thereof, and has never resigned said office.

Trustees Pavek and Clonan have filed their answer to said appeal.

It appears from pleadings and proofs filed herein that at the annual school meeting, held in said district No. 4, on August 6, 1895, the appellant was nominated by the respondent, Clonan, for the office of collector, and the appellant being present at said meeting stated that he did not want the office, but being persuaded by said Clonan, the appellant consented to serve, and was thereupon elected at said meeting collector of said district; that a special meeting of said district was held on August 31, 1895, and after the business of the meeting had been transacted, one Laurence Gibney stated in substance that the district had no collector as the one elected at the annual meeting was ineligible, not being able to read and write, whereupon the appellant replied in substance that, at the annual meeting he stated he did not want the office, but the meeting put it on him and he accepted; that he did not want the office and to appoint their man, that he wanted to settle with the district; that on September 24, 1895, said Pavek and Clonan, without any notice to the appellant, appointed John Weyant collector of said district; that on or about March 4, 1896, said trustees delivered to said Weyant the tax-list of the district, and on or about March 18, 1896, the appellant brought his appeal herein.

The principal contention in the affidavits filed are as to what was said by the appellant at the time of the special school meeting on August 31, 1895, after the statement made by Gibney. It is not material as to what the appellant did say. The meeting was a special meeting and no business could be legally done except that specified in the notice. The meeting had no legal authority to accept the resignation of the appellant or to elect his successor. The appellant was duly elected collector of the district at the annual school meeting on August 6, 1895, and accepted the office, and until he made and delivered his resignation in writing to the trustees of the district, and such resignation was accepted by them and filed with the district clerk, or he failed to make and deliver, when notified, his bond as collector, as required by the school law, or he was removed from office by the State Superintendent of Public Instruction, he continued to be collector of the district, no matter what he might have stated

orally subsequent to the meeting at which he was elected about not desiring the office, or that he wished to resign, etc., etc.

It is not claimed that the appellant ever made and delivered to said trustees his resignation in writing, of the office of collector, nor that he was ever requested by the trustees to file a bond as such collector, and neglected or refused to file said bond, or that he has been removed from office as collector by any order or decision of the State Superintendent of Public Instruction. Hence the appellant is still the collector of said district, and any action on the part of the trustees of said district, assuming or deciding that the appellant had resigned as collector, or that there was a vacancy in the office of collector in said district, or in filling such alleged vacancy in said office was, and were, without authority of law and void.

From the statements made by Gibney at the time of the special meeting of August 31, 1896, it would seem that it was claimed that the appellant could not read and write, and was, therefore, ineligible to hold any school district office. Assuming for the purpose of argument that the appellant could not read and write, under the school law, the State Superintendent of Public Instruction is the only person who can determine the question of the eligibility of the appellant to hold said office. The question of such eligibility can be raised by an appeal from the election of appellant as such collector, and the appellant having been duly elected, can not be removed from such office except by an order of the State Superintendent. The voters of said district, or the trustees thereof, have no authority to decide or act upon that question.

It also appears that had there been a vacancy in the office of collector, and had the trustees lawful authority to fill it, no appointment to fill such vacancy has ever been filed in the office of the clerk of said district, as required by the school law.

Under the school law, the trustees of said school district composed a board, and every power committed to said trustees by the school law must be exercised by the board. The board must meet for the transaction of business in accordance with notice of time and place, and such notice should not be less than one of twenty-four hours. Said trustees should notify the district clerk of every meeting of the board, and the clerk should be present and keep a record of the proceedings of said meetings in a book provided for that purpose. It would seem that the trustees of said district have not complied with said provisions of law. Trustee Brooks alleges in his affidavit that he was not notified or advised of any meeting of said trustees to take action on the alleged resignation of the appellant as collector, or the appointment of Weyant as a successor to appellant as collector, or to transact any other business since August 6, 1895.

The appeal herein is sustained.

It is ordered, That the action and proceedings had and taken by the respondents herein, Messrs. Pavek and Clonan, as trustees of said district No. 4, town of Highlands, Orange county, on September 24, 1895, in appointing one John Weyant as collector of said school district to fill an alleged vacancy in said office by the alleged or assumed resignation of the appellant herein, Louis Potter, as such collector, be, and the same hereby are, vacated and set aside as illegal and void.

It is further ordered, That said trustees of said school district forthwith demand of said John Weyant the tax-list and warrant issued to him by them; and that the same be issued and delivered by them to the appellant, Louis Potter, as collector of said district.

No. 4460

In the Matter of the Appeal of FRANKLIN D. MORGAN AND ANOTHER v. Board of Education of Union Free School District No. 4, Town of Winfield, Herkimer County.

Where a minor, with the consent of her father, resides with a family in a school district such residence with such family, being in accordance with the request and wish of her deceased mother, held that it is not a temporary arrangement in order to secure the advantages of the school in the district, but on the contrary is intended to be permanent, and, under a long line of decisions of this Department, such minor is a resident of the school district and entitled to attend the school therein without the payment of tuition.

(Decided June 24, 1896.)

J. D. Beckwith, attorney for appellants.

Smith & Thomas, attorneys for respondents.

The appellants in the above-entitled matter appeal from the action and decision of the respondents in refusing to admit one Mary L. Lane, a child of school age residing with the appellants, into the school of Union Free School District No. 4, town of Winfield, Herkimer county, without the payment of tuition.

From the papers filed herein the following facts are established:

That the appellant, Franklin D. Morgan, is a resident of Union Free School District No. 4, town of Winfield, Herkimer county, and a freeholder and taxpayer therein, and the appellant, Rose R. Morgan, is his wife; that prior to August 28, 1895, there resided in South Framingham, State of Massachusetts, one Charles D. Lane and his wife Hulda Lane and a daughter Mary L. Lane, then about eleven years of age, and another daughter older than said Mary; that prior to said August 28, 1895, said wife of Charles

D. Lane was ill, and informed the appellants that if anything happened to her, and her little girls became motherless, the appellants were to have said Mary as their own; that said Hulda Lane thereafter died, and on August 29, 1895, said Mary came to the residence of the appellants in said school district to reside with them, and still is residing with them; that on August 28, 1895, said Charles D. Lane, the father of Mary L. Lane, executed and delivered to the appellants herein a paper of which the following is a copy, viz.: "South Framingham, Mass., August 28, 1895. This is to certify that I, Charles D. Lane, father of Mary L. Lane, do give to F. D. Morgan and wife said Mary L. Lane, for the sole purpose of making a home for said child so long as it may be satisfactory to all parties concerned; said F. D. Morgan and wife to maintain, support and care for her as their own child, and her relatives not to interfere at all in regard to the same. Charles D. Lane." That since said August 29, 1895, the said Mary L. Lane has resided with the appellants, and has made it her home with them, and has been maintained, supported and cared for by them as their own child, and they intend in good faith to maintain, support and care for her in the future as their own child; that the said Mary did not come into said district for the purpose of attending the public schools therein, and that appellants are abundantly able to properly maintain, support and care for her; that during the most of the time the said Mary has so resided with the appellants, and until about May 1, 1896, she has attended the school in said district free; that on or about the last Saturday of April, 1896, the respondent herein, at a meeting, passed a resolution to the effect that said Mary L. Lane be refused admission to the public schools in said district gratuitously, and thereafter, and on or about Wednesday of the following week the president of the respondent notified the appellant of said action of respondent, and that the said Mary would be sent home from school the next morning unless her tuition was paid, and thereupon the appellants kept her at home and brought the appeal herein.

Annexed to the answer of the respondent are the affidavits of Z. I. Downing and Ann Thomas. The said Downing alleges that in or about the month of December, 1895, or January, 1896, he had a conversation with the appellant, Rose R. Morgan, in which she said to him that she and her husband had not adopted the said Mary L. Lane and did not know as they would keep her, and expected and intended to return her to her father; that the said Ann Thomas alleges that on or about the month of February, 1896, she had a conversation with the said Rose R. Morgan at and in which she said that she and her husband did not intend to keep said Mary much longer; did not know how much longer she

would stay, and did not know she would stay a day, week or month, and they expected and intended to return her to her father. The appellants in their reply to said answer deny that they do not intend to keep said Mary with them or make her residence there permanent, and deny that they contemplate, and have for some time contemplated, returning her to her father, and allege that they intend in good faith to maintain, support and care for the said Mary in future as their own child, and make a home for her, all of which they are better able to do than is her father; that the appellant, Rose R. Morgan, denies that she said to said Downing that she and her husband did not know as they would keep said Mary and expected and intended to return her to her father, and she denies that in or about the month of February, 1896, she stated to Ann Thomas that she and her husband did not intend to keep said Mary much longer, but expected and intended to return her to her father.

Annexed to said reply is an affidavit of the said Mary L. Lane, in which she alleges, in substance, that she is 12 years of age, and since August 29, 1895, has lived and made her home with the appellants herein; that during all that time they have cared and provided for her a good, comfortable home and treated her as their own child, and that she came to them with the intention of making her home with them and not for the purpose of attending the public school in West Winfield; that neither of the appellants ever, in any manner, stated to her that they had any thought or intention of sending her back to her father or away from them; but she has always understood from both of the appellants that she was to make it her permanent home with them, and that they regarded her as one of their family and considered her to be with them as though she was their own child.

In the appeal of Alfred C. Thayer v. Board of Education of Union Free School District No. 1, Chateaugay, Franklin county, No. 3769, decided by Superintendent Draper March 23, 1889, he said: "I think the facts as sworn to by the appellant and the girl, and which are not successfully controverted, bring the case within numerous decisions of the Department and entitle her to the privileges of the school. The decisions have always inclined to the side of liberality. If a child of school age moves into a district for the sole purpose of securing the benefits of the school in the district, and intends to remain there temporarily, it is to be deemed a non-resident and required to pay tuition fees. But when it comes into the district to take up its abode permanently therein, even though its parents may be living, it is entitled to the school accommodations of the district. The residence of a minor child is presumed to be with its parents, but it may be elsewhere with their consent. It is shown that in the present case

the child is living with the appellant by and with the consent of her parents, and the proof is strong that it is not a mere temporary arrangement in order to secure the advantages of the school; but, on the other hand, is intended to be permanent. This clearly brings the case within a long line of decisions which would give her the right to attend the school."

In the case at bar it is shown that the said Mary L. Lane, a minor, took up her residence permanently on August 29, 1895, in Union Free School District No. 4, town of Winfield, with the appellants, upon the consent of her father, in writing, and in accordance with the wish and request of her mother, now deceased; that it is not a temporary arrangement in order to secure the advantages of the school, but, on the contrary, is intended to be permanent; that under that state of facts, which are not successfully controverted by the respondent, she is a resident of said school district, and gives her, under a long line of decisions of this Department, the right to attend the school in said district.

The appeal herein is sustained.

It is ordered, That the board of education of Union Free School District No. 4, town of Winfield, Herkimer county, be and it is hereby directed to receive into the school of said district the said Mary L. Lane, a resident of said district, and to the privileges of the schools under the charge of said board free, as other scholars of school age, residing in said district, are received therein under the school law.

No. 4465

In the Matter of the Appeal of JOHN C. RUNKLE and HOWARD L. WALDO, from Proceedings of Annual School Meeting held August 4, 1896, in Union Free School District No. 3, Town of Castleton, Richmond County.

In union free school districts other than those whose limits correspond with those of any incorporated village or city, at the annual school meeting thereof, the vote to make appropriation for school purposes and to levy taxes therefor, must be taken by ballot or ascertained by taking and recording the ayes and noes of the qualified voters attending and voting at such meeting. Where at any such meeting the clerk of the meeting is instructed to cast a ballot for or against any such appropriation, by a viva voce vote, and thereupon the items were read and the clerk cast one ballot for each, such proceedings were not in accordance with the provisions of the school law; that a vote to increase or diminish the number of members of the board of education of any such union free school district can only be taken at an annual meeting of the district, and the proposition must be determined by a majority vote of the qualified voters of the district present and voting, and such vote must be ascertained by taking and recording the ayes and noes. Where the vote upon a motion, that the members of the board of education be increased, was taken viva voce or by acclamation, such proceedings were not in

accordance with the provisions of the school law. The trustees of such union free school districts must be elected by ballot, and a motion made, upon a vote taken viva voce or by acclamation, that the secretary of the meeting be instructed to cast a vote for each of the persons nominated for the office of trustees, is not a compliance with the provisions of the school law.

(Decided September 14, 1896.)

J. L. Davenport, attorney for appellants.

The appellants in the above-entitled matter appeal from the following proceedings had and taken at the annual school meeting held on August 4, 1896, in Union Free School District No. 3, town of Castleton, Richmond county:

First. From the action and proceedings of said meeting, purporting to increase the number of members of the board of education of said district from five to nine.

Second. From the action and proceedings of said meeting in the alleged election of six members of said board of education.

Third. From the action and proceedings of said meeting in the alleged authorization of the levy of a tax or taxes for the items named in the budget presented by the board of education as necessary to defray the expenses incident to conducting the school in said district, etc.

Fourth. From the action and proceedings of said meeting in the alleged election of a clerk of said district.

Annexed to the appeal is a copy of the minutes of the said annual school meeting, and annexed to said copy of minutes is the affidavit of Joseph Quinlan, clerk of said district, in which Quinlan alleges that the said copy of minutes is a true copy of the minutes of said meeting kept by Thomas J. Fetherstone, as secretary of said meeting, and as copied by said Quinlan into the minute book of the district.

An answer to the appeal has been made by George Sheridan, Jr., who claims to have been elected at said annual meeting as one of the trustees and one of the members of the board of education for said district for the term of two years. Annexed to the answer are the affidavits of George Bowman, the chairman, Thomas J. Fetherstone, secretary of said annual meeting, and the joint affidavit of Andrew Fetherstone and Michael Mahoney, who claim to have acted as inspectors of election at said annual meeting.

From the proofs presented in said appeal and answer, the following facts are established:

That on August 4, 1896, the board of trustees or education of said union free school district consisted of five members, the term of office of two of such members expiring on said August 4, 1896; that at the annual school meeting in said district held on

August 4, 1896, George Bowman was elected chairman and Thomas J. Fetherstone secretary; that the financial report of the board of education was read and on motion was received as read; that the statement of money required for the ensuing school year for school purposes, exclusive of public moneys, was read, and motion made and seconded that the clerk be directed to cast one ballot in favor of each item as read, which motion was lost, and a motion duly seconded that the said items be voted on separately as read, was adopted; that a ballot was commenced to be taken on voting a tax to raise the sum of \$13,000 for teachers' salaries and sixty-six votes received, when a motion that the motion to vote on appropriations separately be reconsidered and the clerk be instructed to cast one ballot for or against each item of the budget as read was made, seconded and adopted; that the items of said budget were read and the clerk cast one ballot for each item; that a motion was made and seconded that the board of education be increased to seven members, to which an amendment was offered that said board of education be increased to nine members, and that the vote upon the amendment was taken by dividing the house and the amendment declared by the chairman to have been adopted, and thereupon the motion as amended was put to a *viva voce* vote or to a vote by acclamation, and declared by the chairman to have been carried; that thereupon a protest was made by one E. J. Schriver that the action of the meeting in the increase of the number of members of the board of education was illegal; that the following persons were nominated for members of the board of education, viz.: George Sheridan, Jr. and Michael Smith, for two years; Dr. J. J. Van Rensselaer and Charles Schneider, for one year; and James McNally and Timothy P. Hurley, for three years; and thereupon the chairman declared the nominations closed, and motion was adopted instructing the clerk to cast one ballot for each of the said persons so nominated; the clerk cast one ballot for each of said persons so nominated and the chairman declared them elected as members of said board of education; that the following persons were nominated for district clerk, viz.: Joseph Quinlan, William J. Edwards, James T. Ellets and D. J. Donovan; that a ballot was taken for district clerk, which resulted as follows: Whole number of votes 273, of which Joseph Quinlan received 137, William J. Edwards 54, James T. Ellets 46, D. J. Donovan 30, and 6 scattering, and the chairman declared said Quinlan elected district clerk.

There is no contention between the appellants and respondents as to the action and proceedings of said meeting upon authorizing the levy of a tax for the items contained in the statement of the board of education for school purposes, or upon the proposition

to increase the members of said board and the election of the members thereof, or in the election of the district clerk.

The papers in the appeal herein call for my decision upon the following matters:

First. Did said annual school meeting legally authorize the board of education to levy a tax for the items reported necessary to be raised by tax for school purposes, or any of said items?

Second. Did said annual school meeting legally adopt a proposition or resolution increasing the number of members of the board of education thereof from five members to nine members?

Third. Did said annual school meeting legally elect said six persons, or any of them, as members of said board of education?

Fourth. Did said annual school meeting legally elect Joseph Quinlan as district clerk?

In section 18, article 4, title 8, of the Consolidated School Law of 1894, it is enacted that it shall be the duty of the board of education, at the annual meeting of the district, besides any other report or statement required by law, to present a detailed statement in writing of the amount of money which shall be required for the ensuing year for school purposes, exclusive of public moneys, specifying the several purposes for which it will be required, and the amount for each.

By section 19, article 4, title 8, of the Consolidated School Law of 1894, it is enacted that after the presentation of such statement the question shall be taken upon voting the necessary taxes to meet the estimated expenditures, and when demanded by any voter present, the question shall be taken upon each item separately, and the inhabitants may increase the amount of any estimated expenditure, or reduce the same, except for teachers' wages and the ordinary contingent expenses of the school or schools.

In section 10, article 2, title 8, of the Consolidated School Law of 1894, it is enacted that in union free school districts other than those whose limits correspond with an incorporated city or village, on all propositions arising at the meetings thereof involving the expenditure of money, or authorizing the levy of a tax or taxes in one sum, or by installments, the vote thereon shall be taken by ballot, or ascertained by taking and recording the ayes and noes of such qualified voters attending and voting at such meetings.

The board of education presented to said annual meeting the statement required by section 18, article 4, title 8, of the Consolidated School Law, and thereupon it was the duty of the qualified voters attending such meeting to vote the necessary taxes to meet such expenditures, by ballot, or by the clerk or secretary of the meeting taking and recording the name of each qualified voter

present and voting and setting opposite the name of each such person voting whether he or she voted aye or no. Such vote could have been taken upon the aggregate sum of the items in the statement, or, when demanded by any voter present, the vote could be taken upon each item separately. The method prescribed by the school law, as above quoted, was not pursued at said annual meeting. A ballot was taken upon the item of \$13,000 for teachers' salaries, and after sixty-six votes had been received a vote theretofore taken to vote upon each item separately was rescinded and a motion instructing the clerk to cast a ballot for or against each item as read, was adopted by a *viva voce* vote, or a vote taken by acclamation, and thereupon the items were read over and the clerk cast one ballot for each item. It is clear that said proceedings were not in accordance with the provisions of the school law. Under the school law every qualified voter present at said meeting had the right to cast his individual ballot upon the question of authorizing a tax for the items contained in the statement of the board of education, or to have his or her name recorded and the fact set opposite to said name whether he or she voted aye or no. The chairman or any other officer of the meeting had not, nor had the voters present by a majority vote or otherwise, the lawful authority to deprive any qualified voter of such right. The ballots cast by the clerk for such items were not a compliance with the provisions of the school law.

I decide that the action and proceedings of said annual meeting relative to authorizing the levy of a tax or taxes for the items contained in said statement of the board of education required for school purposes, were illegal and void. That upon an appeal to me from any tax levied by the board of education under and pursuant to such proceedings, said tax would be set aside as illegal and void and not authorized under the provisions of the school law.

In section 13, article 5, title 8, of the Consolidated School Law of 1894, it is enacted that at any annual meeting held in any union free school district whose limits do not correspond to those of an incorporated village or city, the qualified voters may determine by a majority vote of such voters present and voting, to be ascertained by taking and recording the ayes and noes, to increase or diminish the number of members of the board of education of such district. If such board shall consist of less than nine members, and such meeting shall determine to increase the number, such meeting shall elect such additional number so determined upon, the first to hold office one year, the second two years, and the third three years.

The proceedings to increase or diminish the number of members of the board of education of union free school districts whose

limits do not correspond to those of any incorporated village or city, are provided by statute and the statute must be strictly complied with. Such proceedings must be taken at an annual meeting, and the proposition must be determined by a majority vote of the qualified voters of the district present and voting, and such vote must be ascertained by taking and recording the ayes and noes, that is, the clerk of the meeting must record the name of each qualified voter who votes upon the proposition, and must set opposite to the name of such voter whether he or she votes aye or no upon such proposition.

It is not claimed, and the facts established do not show, that in the proceedings had and taken at said annual meeting, that the vote upon the proposition to increase the number of the members of the board of education of the district was ascertained in the manner provided by the school law as above quoted. A motion was made and seconded that the number of members of the board of education be increased to seven; that thereupon motion was made and seconded that such motion be amended by increasing said number to nine; that the vote upon such amendment was taken by dividing the house and the amendment declared adopted; that the vote upon the motion thus amended was not adopted by a majority of the voters present and voting thereon, ascertained by taking and recording the ayes and noes, but was declared adopted by a *viva voce* vote, or by acclamation. The said proceedings were not in accordance with the provisions of the school law. Under the provisions of the school law every qualified voter of the district present at such annual meeting had the right to vote upon said proposition, and it was the duty of the officers of said meeting to ascertain such vote by taking and recording the name of each qualified voter who voted thereon, and setting opposite to each name so recorded whether such person voted aye or no.

I decide that the action and proceedings of said annual meeting relative to, and upon, the proposition to increase the number of members of the board of education of said district were illegal and void, and that no increase of the number of members of said board of education was legally made; but the number of members of said board remains as originally established, viz., to consist of five members.

Under the school law, members of the board of education of union free school districts must be elected by ballot, and receive a majority of the votes cast for each of said members, respectively. At the annual meeting in said district No. 3, Castleton, it is claimed by the respondents herein that six members of the board of education were elected and by ballot, viz., two for one year, two for two years, and two for three years; that the persons

so claimed to have been elected were put in nomination at said meeting and the nominations being closed, and no other persons being nominated, a motion was made and adopted by a vote of the meeting, taken *viva voce*, or by acclamation, that the secretary of the meeting be instructed to cast a vote for each of the persons so nominated; that thereupon the secretary did cast such ballot for said persons, and that said persons were declared elected by the chairman of the meeting. The records of this Department show that at the meetings held at which a union free school was established the number of persons fixed upon for members of the board of education was five, and that John J. Santry was elected a member for the term of one year from the first Tuesday of August, 1895, Thomas H. Harper and Charles D. Freeman for two years from the first Tuesday of August, 1895, and John Seaton and John J. Travers for three years from the first Tuesday of August, 1895. If since the election of the aforesaid persons as members of said board of education and prior to said annual meeting of the district, none of them has removed, died or resigned, said annual meeting had no legal authority to elect but one member of said board for a term of three years, in place of Santry, whose term expired on the first Tuesday of August, 1896. If any member or members of said board have vacated his or their office, and such vacancy or vacancies have been supplied by the board, the annual meeting had authority to elect a person or persons for the balance of the unexpired term or terms of those removing, resigning or dying. It does not appear from the papers filed in this appeal whether or not said annual meeting had authority to elect more than one member of said board, viz., in the place of Santry. As stated above, I have decided that the proposition to increase the number of members of said board from five to nine was not legally adopted, and hence the election or attempted election of four additional members of the board by said annual meeting was illegal and void.

Admitting for the purpose of argument only, that the proposition to increase the board to nine members was legally adopted, and that there were two vacancies to be filled in the five members, the election of the six persons was not in accordance with the provision of the school law.

At said annual meeting, after the proposition to increase the number of members of the board of education was declared by the chairman to have been adopted, the chairman stated that the nominations for trustees were in order and thereupon six persons were nominated, two to hold two, two to hold one, and two to hold three years; that no other nominations being made, on motion, the chairman declared the nominations closed; that a motion was then adopted by a *viva voce* vote or acclamation, that

the secretary cast one ballot for the six persons so nominated, which was done, and said persons declared elected, etc., etc.

The nomination of persons for school district officers at meetings at which any such officers are to be elected is not recognized in the school law, and its breach is more to be honored than its observance. Such nominations have no binding effect upon the qualified voters of the district who can vote for whom they desire for such offices regardless of such nominations; and such nominations furnish no evidence that a majority of the qualified voters present, or any considerable number of them, desire the election of the persons so nominated, or would vote for them upon the ballot which the school law requires shall be taken. On the contrary, the voters may have come to the meeting prepared with ballots containing names of persons either partially or entirely different from those put in nomination at the meeting. The contention that as no other than the six persons nominated could be voted for and that the failure of the meeting to put in nomination other persons, was proof that said persons were acceptable to the voters present or a majority of them, is untenable. The wishes of a majority of the voters present and voting could only be determined by a canvass of the ballots cast, and every qualified voter present had the legal right to vote and to have such vote received and counted.

The method taken at said annual meeting in the election of members of the board of education by which the secretary of the meeting, pursuant to a motion adopted by a *viva voce* vote, cast one ballot for the six persons nominated at the meeting, is not approved and is not deemed to be an election of such persons as such members by ballot, as required by the provisions of the school law. The school law nowhere authorizes the voters at a school district meeting to delegate to any one the power to elect such officers, or any of them, by directing any person to cast a ballot for such officers, thereby depriving all other voters of their right to vote for such officers.

I decide that the action and proceedings of said annual meeting relative to, and had and taken in, the election of trustees or members of the board of education of said district were illegal and void; and that the six persons declared by the chairman of the meeting to have been elected as such members were not, nor was either or any of them, legally elected, nor was any person at such meeting legally elected a member of the board of trustees or board of education of said district.

Under the provisions of section 7, article 1, title 8 of the Consolidate School Law, said district, at its annual meeting, had authority to elect a clerk of said district, who should also act as clerk of the board of education of the district, and that such clerk shall

be elected by ballot and must receive a majority of the votes of the qualified voters of the district present and voting. At said annual meeting a ballot was duly taken for clerk of the district and Joseph Quinlan received a majority of the votes of the qualified voters of the district present and voting for clerk of said district. No proof is presented herein of the ineligibility of said Quinlan.

I decide that said Joseph Quinlan was duly elected clerk of said district at said annual meeting.

The said annual meeting of said district, held on August 4, 1896, adjourned sine die. As I decide, upon the appeal herein, that the action and proceedings of said meeting relative to authorizing the levy of a tax for the sum or sums stated by the board of education of the district as necessary to be raised for school purposes were illegal and void, a special meeting of the inhabitants of the district, qualified to vote at school meetings therein, should be held for the purpose of acting upon the question of authorizing the levy of such tax or taxes.

As I decide that the action and proceedings had and taken at said annual meeting of said district upon the proposition to increase the number of members of the board of education of said district were illegal and void, and, as under the provisions of the school law, a proposition to increase or diminish the members of said board can only be taken at an annual meeting of said district, and the annual meeting of said district for the school year commencing August 1, 1896, having been held and adjourned sine die, no action or proceedings relative to increasing or diminishing the number of members of said board of said district can be legally had or taken until the annual school meeting, held in said district for the school year, commencing August 1, 1897.

Upon the adjournment sine die of said annual school meeting, held on August 4, 1896, the board of education of said district consisted of at least three members, and possibly four, and as I decide that six persons, claimed to be elected members of said board, were not, nor was either or any of them, legally elected as such members of the board or trustees of the district, the special meeting of the district, called to vote upon the question of the levy of a tax or taxes, should also elect a member or members of the board of education of the district to fill the vacancy or vacancies existing therein at the time said annual meeting adjourned sine die, to the end that said board shall consist of five members.

The appeal herein is sustained as to all matters, except that from the election of Joseph Quinlan as clerk of the district, and to such election said appeal is dismissed, and his election is sustained.

It is ordered, That all action and proceedings had and taken at the annual school meeting, held on August 4, 1896, in Union Free School District No. 3, town of Castleton, Richmond county, relative to the following matters, viz.: Authorizing the levy of a tax for the support of the schools of said district for the school year commencing August 1, 1896, as contained in the statement of the board of education of said district, presented to and read at said annual meeting; all action and proceedings had and taken upon the proposition to increase the number of members of the board of education of said district from five members to nine members; all action and proceedings had and taken in the election or alleged election of George Sheridan, Jr., Michael J. Smith, Dr. J. J. Van Rensselaer, Charles Schneider, James McNally and Timothy P. Hurley, or either of them, as trustees or members of the board of education of said district, be, and each and all of said actions and proceedings of said annual meeting herein specified, is and are, vacated and set aside as illegal and void, and altogether held for naught.

It is further ordered, That the trustees or board of education of said Union Free School District No. 3 of Castleton, Richmond county, without unnecessary delay, call a special meeting of the inhabitants of said district, qualified to vote at school meetings in said district, said notice to be given in the manner prescribed by section 10, article 2, and section 13, article 3, title 8, of the Consolidated School Law of 1894, and the amendments thereof, for the purpose of acting upon the statement presented by the board of education of said district to the annual meeting of said district held on August 4, 1896, of the sum or sums required to be raised by a tax or taxes for the support of the schools of said district, for the school year commencing August 1, 1896, and also to elect one or more trustees or members of the board of education of said district to fill any and all vacancies existing in said board, to the end that said board shall consist of five members.

No. 4466

In the Matter of the Appeal of M. N. Rowe, Sole Trustee, School District No. 1, Town of Schodack, Rensselaer County, *v.* Roswell Hamilton.

A sole trustee of a school district has the legal authority to contract for the employment of a teacher or teachers during his term of office, provided the services are to be performed within one year, or during the school year next succeeding the time of contract; that such contract is binding upon his successor in office and upon the school district.

(Decided September 14, 1896.)

Roswell Hamilton, during the school year of 1895-6, was the sole trustee of school district No. 1, town of Schodack, Rensselaer

county. On June 30, 1896, as such trustee, he contracted with Miss Annie E. Reynolds, to teach the primary department of the school in said district for forty-two weeks of the school year of 1896-7, to commence on September 7, 1896, and signed and delivered to her a memorandum of such hiring. That subsequently and on or about July 9, 1896, said Hamilton as such sole trustee, contracted with Thomas Kiveran to teach as the principal teacher in the school in said district for forty-two weeks of the school year of 1896-7, to commence on September 7, 1896, and delivered to him a memorandum of such hiring, and both memorandums were signed by said Hamilton as such trustee. That at the annual school meeting of said district, held on August 4, 1896, M. N. Rowe was elected sole trustee of the district, and on August 6, 1896, entered into a contract with J. W. Knickerbocker, as principal teacher, to teach the school in said district.

The appellant Rowe appeals to me for my decision as to the legality of such contracts made by said Hamilton as trustee.

The appellant alleges that it is something unusual in said district for the outgoing trustee to hire teachers for the ensuing school year; that said Hamilton did not report to the annual meeting such hiring of teachers by him; that such teachers each held a memorandum of hiring and not a contract as now required to be made by the school law; that he was not informed of such hiring by Hamilton until August 6, 1896, and not until he (Rowe) had contracted with Knickerbocker.

The appeal papers consist of an appeal, answer, reply, rejoinder. It also appears that Hamilton did not report to the annual school meeting the fact of his hiring teachers for the school year 1896-7; that he left the school meeting before such meeting adjourned, and it was not until August 6, 1896, that said Rowe came to Hamilton for the books, papers, etc., of the district, which were delivered to him; that at the interview on August 6, 1896, between Hamilton and Rowe, Hamilton said to Rowe, "I have hired teachers for this year," and Rowe replied, "If you had not hired Kiveran as a teacher you (meaning Hamilton) would have defeated me for trustee;" that Rowe further said "If you have hired teachers there is no use of my looking for any, but I do not think it is right;" that prior to the hiring by Hamilton of Kiveran he consulted with Dr. Peaslee, clerk of the district, and Mr. Becker and others, taxpayers of the district who advised such hiring; that said Kiveran had taught for some time in the school of the district during the absence of the principal teacher and had given satisfaction.

It is not claimed but that both Kiveran and Miss Reynolds are qualified teachers, and that each holds a certificate to teach under the school law which covers a period at least as long as that

covered by their respective contracts of service as made by and with Hamilton.

The failure of Hamilton to report to the annual school meeting of the district said contracts, made by him, will not render said contracts invalid, nor will such contracts be invalid for want of knowledge on the part of Rowe that such contracts had been made. The fact that Hamilton delivered to Kiveran and Miss Reynolds, respectively, a memorandum of hiring instead of a contract in writing will not render the contract made with each of them by Hamilton invalid. The like detailed statement as to length of term of employment and compensation to be paid is stated in the memorandum as are required in the contract the difference between the two being that the memorandum is signed by the school officers, but the contract is required to be signed by the school officer and the teacher. Had the said contracts made by Hamilton been verbal contracts only, they would have been valid as the services contracted for were to be performed within one year from the time of the contract.

Although the appellant may not have "positively known" that Hamilton had employed teachers for the school of the district for the school year of 1896-7, I am of the opinion that he had been informed prior to the annual school meeting that Kiveran had been employed. Having been elected trustee of the district it was the duty of the appellant to have ascertained from Hamilton whether a teacher or teachers had been employed by him, before he (the appellant) took any measures for the employment of teachers, or made any contracts employing teachers.

Since June 30, 1894, under the provisions of subdivision 9 of § 47, article 6, title 7, of the Consolidated School Law of 1894, the trustees of a school district have had authority to make any contract for the employment of a teacher for not more than one year in advance. A board of trustees, whether consisting of one or three trustees, has and have the authority at any time during his or their term of office, to employ a teacher or teachers for the school of his or her district, but not for more than one year in advance, that is, the services so contracted for must be performed within the school year next succeeding the date of the contract and which school year commences on August 1 and terminates on July 31 next succeeding. In a letter to Hamilton, under date of July 8, 1896, I referred him to the provisions of the school law above quoted.

I decide that the aforesaid contract made June 30, 1896, by Roswell Hamilton as sole trustee of school district No. 1, town of Schodack, Rensselaer county, with Miss Annie E. Reynolds to teach in said school district for the term of forty-two weeks, commencing on September 7, 1896, and the aforesaid contract made

by said Hamilton as such trustee on July 9, 1896, with Thomas Kiveran to teach the school in said district for the term of forty-two weeks, commencing on September 7, 1896, were, and each of them was, a legal contract or contracts, binding upon said school district, No 1, Schodack, and binding upon M. N. Rowe, the present sole trustee of said district.

I further decide that Hamilton, as such sole trustee, had the authority, under the provisions of the school law, to make such contracts and each of them.

The appeal herein is dismissed.

No. 4481

In the Matter of the Appeal of WILLIAM J. DWYER AND OTHERS
v. LINCOLN A. PARKHURST, School Commissioner, Second Commissioner District, Madison County.

Under the provisions of section 9, title 6, as amended by section 4, chapter 264, Laws of 1896, any school commissioner may dissolve one or more districts in his school commissioner district, and may, from such territory form a new district; he may also unite a portion of such territory to any existing adjoining district or districts. Such action may be taken without procuring the assent or dissent of the trustee or trustees of the districts to be affected, or making any preliminary order, or giving any notice of any meeting to hear objections, if in his judgment such action was for the best educational interests of such district or districts; and from such territory form a new district, and may unite a portion of such territory to any existing adjoining district or districts. Any qualified voter of any of the districts affected, conceiving himself aggrieved, or injured, by reason of said order can appeal therefrom to the State Superintendent of Public Instruction.

(Decided October 6, 1896.)

Baldwin, Kennedy & Magee, attorneys for appellants.

S. M. Wing, attorney for respondent.

The appellants in the above-entitled matter appeal from an order made by Lincoln A. Parkhurst, as school commissioner of the second commissioner district of Madison county, on or about June 20, 1896, and which order was to take effect on June 25, 1896, dissolving school district No. 12, town of Sullivan; Nos. 1 and 13, town of Fenner, and No. 4, town of Lincoln, all in the county of Madison and said second commissioner district, and erecting or forming a new school district, to be known as No. 1, town of Fenner, which new district was to include therein the land and territory described in said order, which order was filed in the office of the clerk of said towns of Sullivan, Lincoln and Fenner, respectively, on said June 25, 1896.

The appellants allege, in substance, as grounds of appeal:

First. That said order is irregular and void for want of jurisdiction on the part of the commissioner of the subject-matter embraced in the order.

Second. That no greater educational advantage is to be derived from the proposed change of said districts.

Third. That the change is unnecessary and uncalled for.

Fourth. That the children outside of the village of Perryville will be compelled to travel long distances to attend school.

Fifth. That the parents of children will be put to much inconvenience in getting their children to the school of the new district.

Sixth. That the schoolhouses in the districts dissolved, which are now in good condition, would be abandoned and sold at a great loss.

The respondent, Parkhurst, has answered the appeal, and to such answer the appellants have filed a reply.

The following material facts are established:

That in the winter of 1895 and spring of 1896 the question of dissolving said school districts Nos. 1 and 13, Fenner; No. 12 of Sullivan, and No. 4 of Lincoln, and forming from the territory comprising said districts one common school district, was discussed by the inhabitants of said districts, and in the latter part of March, 1896, a meeting of such inhabitants was held in the schoolhouse in district No. 13 of Fenner, for the purpose of ascertaining their sentiments in relation to such action, and that said Commissioner Parkhurst, who was present, might know the sentiment prevailing; that at said meeting twenty-three or twenty-four of the taxpayers and voters of said district were present, and a vote was taken that the said commissioner make an order dissolving said districts and erecting from the territory of such dissolved districts a new district; that at said meeting a petition was prepared asking said commissioner to take such proceedings, and which petition, signed by the trustees of each of districts Nos. 1 and 13 of Fenner and No. 4 of Lincoln, and a large number of the voters of all of the districts to be affected, was subsequently presented to said commissioner for his action; that on or about May 22, 1896, said Commissioner Parkhurst, under the provisions of sections 1 to 6 of title 6 of the Consolidated School Law of 1894, made his order to consolidate said districts and form them into one common school district, which order was to take effect on August 29, 1896; and on or about June 1, 1896, under section 4 of said title 6 of said Consolidated School Law, gave notice that on June 13, 1896, at the Cross hotel, in the village of Perryville, he would hear objections to said order; that on said June 13, 1896, said commissioner and a large number of persons residing in said

school district, met at said hotel, and said commissioner stated to those present that at the making by him of the order of May 22, 1896, he did not know of the amendment made by chapter 264 of the Laws of 1896 to section 9, title 6, of said Consolidated School Law of 1894, and that he intended to annul said order of May 22, 1896, and proceed under the provisions of said section 9 as so amended; that said commissioner vacated and annulled said order, and subsequently made his order of June 20, 1896, from which order this appeal is taken; that the total resident population of school age residing in the four school districts dissolved by said order, as reported by the trustees of said districts, respectively, for the school year ending July 31, 1896, was as follows: District No. 1, Fenner, 8; district No. 13, Fenner, 33; district No. 12, Sullivan, 19, and district No. 4, Lincoln, 11; that the average daily attendance at the schools in said districts during said school year ending July 31, 1896, was as follows: District No. 1, Fenner, 26-10; district No. 13, Fenner, 182-10; district No. 12, Sullivan, 115-10, and district No. 4, Lincoln, 65-10; that the aggregate assessed valuation of taxable property in said districts is as follows: District No. 1, Fenner, \$33,800; district No. 13, Fenner, \$51,700; district No. 12, Sullivan, \$83,000, and district No. 4, Lincoln, \$30,950; that some of the territory forming said districts has been annexed by said commissioner to district No. 7, Fenner, and district No. 6, Lincoln; that the schoolhouses in the following-named districts dissolved by said order are out of repair, and are not reasonably comfortable for use by the pupils attending school therein, and can not be made so without a considerable expenditure of money upon each of them, viz., No. 1, Fenner; No. 12, Sullivan, and No. 4, Lincoln.

It further appears that of the affiants in the affidavits presented in support of the appeal herein, ten, at least, are non-residents of and are not voters in any of the four districts dissolved, and twenty of them have no children of their own, or any children residing with them, who attend or who are of school age.

It does not clearly appear how many children who attended the school in said dissolved districts would be obliged to travel a greater distance to attend the school in the new district, nor does it clearly appear that any children will be obliged to travel a greater distance than that which a portion of the children residing in all rural school districts are required to travel. Messrs. Christman and Bellenger, who were in the districts dissolved, have been set off in school district No. 7, Fenner.

Section 9, title 6, of the Consolidated School Law of 1894, as amended by section 4, chapter 254, Laws of 1896, which became a law on April 15, 1896, enacts: "Any school commissioner may

dissolve one or more districts, and may from such territory form a new district; he may unite a portion of such territory to any existing adjoining district or districts. When two or more districts shall be consolidated into one, the new district shall succeed to all the rights of property possessed by the annulled districts."

Under the provisions of said section 9, above quoted, on and after April 15, 1896, School Commissioner Parkhurst had authority and jurisdiction, either upon or without any petition asking it, and without procuring the assent or dissent of the trustee or trustees of the districts to be affected, or making any preliminary order or giving any notice of any meeting to hear objections, if in his judgment such action was for the best educational interests of such districts, to make an order, to take effect on a day to be named therein, dissolving one or more school districts situate within his commissioner district, and from such territory form a new district, and may unite a portion of such territory to any existing adjoining district or districts.

Such order could be appealed from to the State Superintendent by any qualified voter of any of the districts affected by the order if such person was injured thereby, and upon such appeal said order could be reviewed.

From the proofs presented herein I am of the opinion that the order appealed from was for the best educational interests of the districts affected thereby, and that the authority vested in the school commissioner to make said order, has been wisely exercised.

I decide:

1. That said order appealed from is regular and valid; that School Commissioner Parkhurst had jurisdiction over the subject-matter, and had legal authority, under section 9, title 6, of the Consolidated School Law of 1894, as amended by section 4 of chapter 264 of the Laws of 1896, to make the order, under the objections of the qualified voters of the district affected by said order, or of the trustees of said district dissenting.

2. That better educational results will be derived by the dissolution of said school districts and the formation of a new district.

The appeal herein is dismissed and the said order of School Commissioner Parkhurst, dated June 20, 1896, is confirmed.

No. 4487

In the Matter of the Appeal of ARCHIBALD FULTON and FREDERICK W. HULSEBUS from Proceedings of Annual School Meeting held August 4, 1896, in Union Free School District No. 6, Town of Northfield, Richmond County.

In union free school districts other than those whose limits correspond with those of any incorporated village or city, at the annual school meeting therein the vote to make appropriation for school purposes and to levy taxes therefor, must be taken by ballot or ascertained by taking and recording the ayes and noes of the qualified voters attending and voting at such meeting. Where at any such meeting the clerk is instructed by a viva voce vote to vote for or against any such appropriation, such proceedings were not in accordance with the provisions of the school law; that a vote to increase or diminish the number of members of the board of education of any such union free school district, taken viva voce, directing the clerk to cast a ballot for such increase or diminution, is not in accordance with the provisions of the school law. Where the board of education consists of three members, and an increase of the number of members thereof to five was not made legally, the election of five trustees at such meeting, was illegal and void.

(Decided October 14, 1896.)

George Sheridan, Jr., attorney for appellants.

Lot C. Alston, attorney for respondents.

This appeal is brought by the appellants as qualified voters of Union Free School District No. 6, town of Northfield, Richmond county, in the above-entitled matter, as alleged by them in their appeal, "from the several actions in the annual meeting of the said Union Free School District No. 6, held at the schoolhouse, August 4, 1896." Said appeal contains the following specific actions of said meeting appealed from:

First. From the action of said meeting purporting to increase the number of members of the board of education to five.

Second. From the action of said meeting in the pretended election of the following named persons as members of the board of education of said union free school district, and for the term of time set opposite the name of each, as follows: William H. Prall three years, E. C. Sheridan three years, W. J. Scott two years, C. H. Ingalls two years, J. W. Wortz one year.

Third. From the action of said meeting in voting the items of the budget submitted by the trustees to the meeting for appropriations necessary to conduct the school in the district during the school year of 1896-97.

Annexed to the appeal is what purports to be a copy of the records of the action and proceedings of said annual meeting as kept and recorded by Arthur W. Deas, as clerk of the said school district and of said meeting.

An answer to the appeal has been made by Messrs. Wortz, Ingalls, Scott, Sheridan and Prall as qualified voters of said district.

The respondents in their answer do not controvert the statements as to the action and proceedings had and taken at such annual meeting as stated in the appeal, and in the aforesaid copy of the records of the meeting annexed to the appeal, relative to the proposition to increase the members of the board of education to five, the assumed election of the five persons as members of said board, and in appropriating money and authorizing the levy of taxes for the same; or in other words, the respondents herein admit that the vote upon the motion or proposition presented at said annual meeting to increase the number of members of the board of education from three to five, and the determination of the qualified voters present and voting thereon, was not ascertained by taking and recording the ayes and noes, that is, by taking and recording the name of each person who voted thereon and setting opposite to each whether he or she voted aye or no; that the respondents admit that a ballot was taken at said meeting for five persons as members of the board of education of said district and that Messrs. Prall, Sheridan, Scott, Ingalls and Wortz received a majority of the votes cast upon such ballot; that the action and proceedings of said meeting in the voting of the items of appropriations and the levy of taxes therefor did not comply with the provisions of the school law.

The contention of the respondents seems to be:

First. That although the appropriations were not voted by ballot or by taking and recording the ayes and noes, they do not see what good purpose will be served or how the district will be benefited by having the appropriations set aside, or what good motive prompted the appeal from this vote.

Second. That the action of the district meeting in increasing the number of trustees from three to five was a substantial compliance with the law.

Third. That the action of the meeting increasing the number of members of the board of education from three to five, having been a substantial compliance with the law, and five members of said board having been voted for by ballot, they were legally elected as members of said board. The respondents further contend that, as the appeal herein was not brought within thirty days after the proceedings were had from which the appeal is taken, it was not brought in time, nor taken in good faith, but only for the purpose of annoying the persons claiming to have been elected as trustees, and gratifying the spite and malice of a defeated candidate and his principal supporters.

In answer to the first contention above stated, I would state that in section 10, article 2, title 8 of the Consolidated School Law of 1894, and its amendments, relative to union free school districts other than those whose limits correspond to an incorporated village or city, it is enacted, that on all propositions arising at said meetings involving the expenditure of money, or authorizing the levy of a tax or taxes in one sum or by installments, the vote thereon shall be by ballot, or ascertained by taking and recording the ayes and noes of such qualified voters attending and voting at such meetings. * * * And whenever a tax for any of the objects hereinbefore specified shall be legally voted, the board of education shall make out their tax-list, etc. In section 18, article 4, title 8 of said Consolidated School Law it is enacted that it shall be the duty of the board, at the annual meeting of the district, besides any other report or statement required by law, to present a detailed statement in writing of the amount of money which will be required for the ensuing school year for school purposes, exclusive of the public moneys, specifying the several purposes for which it will be required, and the amount for each, etc. In section 19, same article and title, it is enacted that after the presentation of such statement, the question shall be taken upon voting the necessary taxes to meet the estimated expenditures, and when demanded by any voter present, the question shall be taken upon each item separately, and the inhabitants may increase the amount of any estimated expenditure, or reduce the same, except for teachers' wages and the ordinary contingent expenses of the school or schools. At said annual school meeting the trustees presented a detailed statement in writing of the moneys required for the ensuing year for school purposes. The school law there required that the qualified voters present who wished to vote upon making appropriations and authorizing the levy of a tax for said sums should either by their ballots, or having their wishes ascertained by taking and recording the name of each qualified voter present who desired to vote, and whose vote was received, and setting opposite the name of each person who voted, whether he or she voted aye or no. If, on the presentation of such statement, no voter present demanded that the question should be taken on each item separately, the vote could be taken in the manner above stated upon the aggregate amount contained in said statement as needed for such school purposes.

Prior to chapter 500 of the Laws of 1893 becoming a law, there was no provision of the school law designating the manner of voting upon propositions arising at school meetings involving the expenditure of money, or authorizing the levy of a tax or taxes, and the vote thereon was usually taken *viva voce*. A

The respondents in their answer, and their counsel in his brief allege that this matter of the increase of the number of members of the board of education had been under discussion in the district for a long time and everybody agreed to it; that it was not sprung on the meeting suddenly and rushed through without giving a chance for the opposition; that it was generally believed that both of the appellants favored and voted for it; that the appellants participated in a caucus on the nomination of five trustees, one of them being on the ticket so nominated; that the vote authorizing the secretary to cast a ballot for such increase was unanimous.

Assuming all such allegations to be true, the facts alleged are no answer or defense to the facts herein established, that said meeting did not express its desire to make such change and increase in the manner required by the statute, and not having done so, its action in that regard was illegal.

It is clear that said action of said meeting on the proposition to increase the number of members of the board of education was not a substantial compliance with the law.

In my decision in Appeal No. 4465, on September 14, 1896, which appeal was taken from the action of the annual school meeting held in Union Free School District No. 3, town of Castleton, Richmond county, in attempting to increase the number of members of the board of education, where the vote thereon was taken by acclamation, I held that such action was illegal and void, for the reason that such vote was not taken in the manner prescribed by the school law. As in the action of the meeting, from which the appeal herein is taken, in its attempt to increase the number of members of the board of education the vote was not taken in the manner prescribed by the school law, I follow the decision in No. 4465 and hold that such action was illegal and void. The difference in the manner in which the vote was taken in District No. 3, Castleton, and District No. 6, Northfield, does not change the fact that in neither of said districts was such vote taken as prescribed by the school law.

The contention of the respondents herein, that the action of this meeting increasing the number of members of the board of education from three to five, having been a substantial compliance with the school law, and five members of said board having been voted for at said meeting by ballot, they were legally elected as members of said board, is not well taken.

I hold that the increase of the number of members of the board of education was not legally made, and therefore the meeting could not legally elect five members of said board, as said board at the time the said meeting was held and the vote taken, consisted of but three members.

It is clear that said annual meeting could legally elect but three trustees of the board of education, viz.: One for the full term of three years in place of C. H. Ingalls, whose term expired on the first Tuesday of August, 1896; one to fill the unexpired term of Charles H. Vail, and one to fill the unexpired term of George H. Janneman, each of whom was, on July 8, 1896, removed by me from office as trustee or member of said board. It does not appear clearly when the terms of said Vail and Janneman respectively would expire. The ballot should have had stated thereon the name of one person and that one for the full term, and also the names of two other persons to fill the unexpired terms of Vail and Janneman, and the terms respectively for which such persons were to serve.

It is claimed the meeting elected two trustees for three years, two trustees for two years, and one trustee for one year. It is impossible to say or decide which of the two elected for three years, if either, was elected in place of Ingalls, whose term expired on the day of the meeting, or which two of the other three were elected to fill the unexpired term of Vail and Janneman. The five persons claimed to have been elected for the term of time respectively, as stated in the minutes of the meeting, were not legally elected as such, even assuming that the increase of the members of said board was legally adopted. If the members of the board had been increased to five it was the duty of the meeting to elect one for a full term of three years and two to fill, respectively, the unexpired terms of Vail and Janneman, and the additional two divided into two classes, one for one year, and one for two years. Assuming that the unexpired terms of Vail and Janneman were one and two years, the meeting could have legally elected one trustee for a full term of three years; two trustees, one for one year and one for two years to fill such unexpired terms; and two additional trustees, one for one and one for two years.

It is clear that the five persons claimed to have been elected trustees of the district at the annual meeting are not, nor is any one of them, *de jure* trustees or a trustee of the district. Whether such persons are, or any of them is, *de facto* trustees or trustee, in or of said district, it is not necessary for me to decide herein.

As to the contention of the respondents herein, that the appeal herein was not brought within thirty days from the date of the annual meeting, and should, therefore, be dismissed, I would state that title 14 of the Consolidated School Law of 1894, relating to appeals to the State Superintendent, does not prescribe the time within which such appeals must be brought, but gives to him the power to regulate the practice therein. Pursuant to such power said Superintendent has established his rules regulating the practice in such appeals, and in Rule 3 it is provided that the original

appeal and all papers be annexed thereto, with proof of service of copies as required by Rules 3 and 4, must be sent to the Department of Public Instruction within thirty days after the making of the decision or the performance of the act complained of, or within that time after the knowledge of the cause of complaint came to the appellant, or some satisfactory excuse must be rendered for the delay.

The State Superintendent has the power to extend the time in which an appeal may be brought, to alter, modify or change the rule made by him relating to the time in which such appeal may be brought or to receive, entertain and decide an appeal brought after the thirty days, provided an excuse, satisfactory to him, is given for the delay. The appellants herein, in the affidavit of verification to this appeal, state that the first knowledge that they had that the acts complained of by them were illegal was upon reading a copy of my decision in the "New Brighton School Appeal" (Decision No. 4465), relative to acts similar to those herein appealed from, decided September 14, 1896. The reason given by the appellants for the delay being satisfactory to me, I received said appeal. I was also satisfied that by entertaining the appeal and deciding upon the legality of the acts appealed from, the school district would be saved from appeals taken from the acts of the persons claiming to be the trustees of the district.

The appellants herein while appealing from the several actions of said annual meeting, do not appeal specifically from the election of Arthur W. Deas as clerk of the district. The action of the meeting in the election of a clerk of the district, appears to be as follows: Mr. Arthur W. Deas was nominated for clerk of the district and there being no further nominations, on motion the meeting unanimously voted that the chairman be authorized and directed to cast one ballot in favor of Mr. Deas; this being done the tellers announced one ballot cast in favor of Mr. Deas and none in the negative.

This department has held, since the school law has required that school district officers shall be elected by ballot, except in a few instances in which it has been indisputably established that all the voters present desired the election of a person nominated for a district office, and no voter asked that a ballot be taken, that to comply with the provisions of said law the polls should be open, and the vote of every person present qualified to vote who desired to vote, received (see Decision No. 4375); that the delegation of power to one person by a vote taken by acclamation or *riva voce*, to cast a vote for a district officer is not a compliance with the provisions of the school law relative to the election of district officers.

The appeal herein alleges that no inspectors of election at said annual meeting were appointed or elected, and none of the members of the board of education, although present, acted as said inspectors. Under the school law the annual meeting of a union free school district should organize by the election or appointment of a chairman, and the clerk of the district, if present, should act as clerk of the meeting; but if the clerk is absent a clerk of the meeting should be elected or appointed; two inspectors of election should also be elected or appointed. The members of the board of education do not act as inspectors of election except at the election of members of the board and the clerk of the district, held in districts where the number of children is over three hundred and such election is held on the Wednesday next following the day designated by law for holding the annual meeting of the district. It appears that at said annual meeting a chairman was elected, and that Clerk Deas was elected clerk; that certain proceedings were taken, including the nominations for trustees, when the chairman appointed two inspectors of election or tellers and two watchers. There was no necessity for electing a clerk, the clerk of the district being present at the meeting; the inspectors of election should have been appointed as soon as the meeting was organized, and the school law does not recognize any school officers of a school meeting as "watchers."

I decide: *First*. That the action and proceedings of said annual meeting relative to appropriating money and authorizing the levy of a tax or taxes for the items contained in the statement of the board of education required for school purposes, or for the appropriation of money to pay any other item presented to the meeting and authorizing a tax to pay the same, were, and each of them was, illegal and void.

Second. That the action and proceedings of said annual meeting relating to, and upon the motion or proposition to increase the number of the members of the board of education of said district were, and each of them was, illegal and void; that the five persons voted for and declared by the chairman of said meeting to have been elected as such members were not, nor was any one of them, legally elected, nor was any person at such meeting legally elected a member of the board of trustees or board of education of said district.

So much of the appeal herein as is specifically taken from the action and proceedings of said annual meeting in appropriating money and authorizing the levy of a tax or taxes, and increasing the number of the members of the board of education of said district from three to five, and in the election of five members of the board of education of said district or any member of said board, is sustained.

It is ordered, That all actions and proceedings had and taken at the annual school meeting held on August 4, 1896, in Union Free School District No. 6, town of Northfield, Richmond county, relative to the following matters, viz.: Appropriating money and authorizing the levy of a tax or taxes for the support of the schools of said district for the school year commencing August 1, 1896, as contained in the statement of the board of education of said district, presented to and read at said annual meeting, or any other appropriation made or authorizing the levy of a tax to pay the same; all actions and proceedings had and taken upon the motion or proposition to increase the number of members of the board of education of said district from three members to five; all actions and proceedings had and taken in the election or alleged election of J. W. Wortz, C. H. Ingalls, W. J. Scott, E. C. Sheridan and W. H. Prall, or any one of them, as trustees or members of the board of education of said district, be, and the same are, and each and all of said actions and proceedings of said annual meeting hereinbefore specified, is and are, hereby vacated and set aside as illegal and void.

It is further ordered, That Arthur W. Deas, an inhabitant in, and qualified voter of, said Union Free School District No. 6, town of Northfield, Richmond county, without unnecessary delay, call a special meeting of the inhabitants of said district, qualified to vote at school meetings in said district, for the purpose of acting upon the statement presented by the board of education of said district to the said annual meeting of said district held on August 4, 1896, of the sum or sums required to be raised by a tax or taxes for the support of the schools of said district for the school year commencing August 1, 1896, and also to elect three trustees or members of the board of education of said district, viz.: One trustee for the full term of three years in the place of C. H. Ingalls, whose term of office as trustee expired on August 4, 1896; and one trustee to fill the unexpired term for which Charles H. Vail was elected, and one trustee to fill the unexpired term for which George H. Janneman was elected, to the end that said board of trustees or board of education of said district shall consist of three members.

That notice of such special meeting be given by said Arthur W. Deas in the manner prescribed for giving notice of meetings by boards of education of union free school districts as contained in section 10, article 2, title 8 of the Consolidated School Law of 1894, and the amendments thereof.

No. 4488

In the Matter of the Appeal of EUGENE G. PUTNAM v. The Board of Trustees of Union Free School District No. 6, Port Richmond, Richmond County.

Under the school laws and rules and regulations prescribed by this Department governing uniform examinations of persons proposing to teach common schools and for commissioners' certificates, a first grade certificate received by any such person so examined legally, entitles the holder thereof to teach in any school commissioner district in the State; and that such right can only be defeated by the refusal of the school commissioner, having a valid reason, to endorse such certificate. That the first grade certificate granted to appellant in March, 1896, entitled him to teach in Richmond county at any time after the date thereof during the term of time stated therein, subject to such right being defeated by the refusal of the school commissioner of such county, for a valid reason, to indorse the same. That the contract entered into between the appellant and the then trustees of the district was a legal contract binding upon the parties thereto and upon the succeeding trustees of the district and upon the district. That it was the duty of the trustees of the district, for the school year of 1896-7 to recognize the legality of the contract and to have permitted the appellant to teach in the school of the district when the school therein was opened on September 8, 1896, the appellant then holding such first grade certificate, indorsed by the school commissioner for Richmond county.

(Decided October 14, 1896.)

Thomas W. Fitzgerald, attorney for appellant.

The appellant in the above-entitled matter appeals from the action of the respondents therein in refusing to recognize the appellant as qualified to teach in the school in Union Free School District No. 6, Port Richmond, Richmond county, and refusing to permit the appellant to perform, on his part, a certain contract entered into on June 8, 1896, between the then trustees of said district and the appellant, in and by which contract the appellant was employed to teach in said district for the school year of 1896-97 at the annual compensation of \$1,600, payable in ten monthly installments of \$160 on the first day of each month, the first installment payable on the first of October, 1896.

The respondents have answered said appeal.

The following facts are established by the papers filed herein:

That in the month of March, 1896, the appellant herein received a first-grade certificate to teach in the public schools of this State, pursuant to the provisions of the school laws and the rules and regulations prescribed by the State Superintendent of Public Instruction, pursuant to the authority given him by said school laws for the examination of persons proposing to teach in said public schools, not possessing said Superintendent's certificate of qualification, or a diploma of a State normal school, and governing uniform examinations for certificates of school commissioners, which certificate covered a period at least as long as the contract

of service hereinafter stated; that during the school year of 1895-96, prior to July 8, 1896, Charles H. Ingalls, Charles H. Vail and George H. Janneman were the trustees or members of the board of education of said school district; that Messrs. Vail and Janneman, as such trustees, under date of April 6, 1896, sent to the appellant herein a letter, signed by them as such trustees, stating that we having considered your (appellant's) letters of recommendation, and having from other sources satisfied ourselves concerning your (appellant's) qualifications to fill the position of principal and teacher of our school, agree to employ you at a salary of \$1,600 per year, for the coming school year, commencing about September 1, 1896, and that they would ratify this action at a subsequent meeting of the board; that the foregoing negotiations relative to the employment of the appellant as such teacher were opposed by Mr. Ingalls, the third member of said board; that on June 8, 1896, a contract was entered into between the said Vail and Janneman, as such trustees, and the appellant herein, of which the following is a copy:

Memorandum of hiring required by the Consolidated School Law.

This is to certify that we have engaged Mr. E. G. Putnam (a duly licensed teacher), whose certificate does not expire prior to July 1, 1897, to teach in the union free school, district No. 6, town of Northfield, county of Richmond, for the term of one (1) year, commencing on this date, at a yearly compensation of \$1,600, payable in ten monthly installments of \$160, payable on the first day of each month, the first installment payable on the 1st day of October, 1896; this hiring and employment to be subject to the rules and regulations of the board of education of said district now in force and such other rules and regulations as may hereafter be made and promulgated by the board.

Dated, Port Richmond, this 8th day of June, 1896.

C. H. VAIL,
G. H. JANNEMAN,
Trustees.

I accept the foregoing employment, subject to the conditions named therein.

E. G. PUTNAM,
Teacher.

That on July 8, 1896, the State Superintendent of Public Instruction, in a decision made by him, upon proceedings on a petition to him for the removal of said Vail and Janneman as trustees of said district, duly removed them; that at the annual school meeting held in said district on August 4, 1896, it is claimed that

a proposition to increase the number of the members of the board of education of said district from three to five was adopted, and that the respondents herein were at such meeting elected as trustees or members of the board of education of said district; that on August 21, 1896, Mrs. Julia K. West, school commissioner of Richmond county, indorsed the said first-grade certificate held by the appellant herein; that the respondents herein decided to open the school in said district on September 8, 1896; that the respondents herein refused to recognize the aforesaid contract, dated June 8, 1896, between said Vail and Janneman, as trustees of said school district, and the appellant, and refused permission to the appellant to teach in said school under said contract, or to allow the appellant to perform his part of said contract.

It further appears, from the records in this Department, that on July 24, 1896, C. H. Ingalls, a member of the board of trustees of said district, was informed by me that before the appellant herein was permitted to enter upon the service of teaching in said district that he (Ingalls), as such member of said board, would have the right to demand that he (appellant) present his certificate of qualifications entitling him to teach in said district; that in the month of August, 1896, the question of the legality of said contract employing the appellant herein to teach, was submitted to me upon certain papers and letters by the board of trustees of said district, and that on or about August 29, 1896, I informed said board through J. W. Wortz, its president, both by letter and telegram, and also the appellant herein, that I sustained said contract.

The respondents herein, in their answer, allege, upon information and belief, that the said Vail and Janneman, in making said contract with the appellant herein against the protest of their co-trustee, Ingalls, did so with the purpose of forestalling my decision in the proceedings then pending before me for their removal from office and forcing upon the district a teacher of their selection; that such facts were known to appellant at the time he made the contract. Such allegations are not established by proof.

While it may be that, as a matter of taste, said Vail and Janneman should have, pending the appeal against them, abstained from acting in the matter of employing teachers for the school year commencing on August 1, 1896, it not appearing that any order was made restraining them from performing any act which the school laws of this State permitted them to do, as two of the trustees of said district they had the legal authority to act, until removed from office, in the employment of a teacher or teachers.

It is the custom in school districts, where a large number of teachers are employed, for the school authorities, before the schools of the districts are closed, to contract for teachers in the

schools of their respective districts for the ensuing school year, and the school law authorizes such school authorities to make such contracts, provided the services are to be performed within the school year next following the date of the contracts. Negotiations relative to such employment are often entered into as early as was the one with appellant, viz., April 6th, which ripen into contracts concluded at different dates in May, June and July following.

The respondents herein allege that the term of service of said appellant, being for one year from June 8, 1896, would expire seven weeks before the end of the school year, and that there was no vacancy in the office of principal or teacher in the school, the contracts with the teachers then teaching not expiring until June 30, 1896. Neither of these contentions is tenable. The communication in writing to the appellant, under date of April 6, 1896, stated that the trustees agreed to employ the appellant for the coming school year commencing about September 1, 1896. It was clearly understood between the appellant and Vail and Janneman that the appellant was not employed to teach any part of the school year of 1895-96, but was employed for the term of time during which the schools of the district were held during the school year of 1896-97.

The main ground alleged by the respondents for their refusal to recognize the contract, made between the appellant and Vail and Janneman, is that at the time of the making of said contract the appellant did not possess an unannulled diploma of a State normal school, or an unrevoked or unannulled certificate given by the State Superintendent of Public Instruction, or an unexpired certificate of qualification given by a school commissioner within the district in which the said Union Free School District No. 6 of Northfield is situated, and that therefore the appellant was not eligible to make a valid and binding contract according to the statute; that the respondents obtained the opinion of counsel and were advised that said contract was not binding upon said district under the statutes as repeatedly interpreted by the Supreme Court of the State; that the appellant did not have the certificate to teach held by him indorsed by the school commissioner of the school commissioner district in which said school district is situate until more than two months after said contract was made, and that his alleged employment was certainly not within the letter of the law, or the decisions of the courts as they are advised and believe.

Annexed to said answer is a copy of the opinion of counsel consulted by the respondents.

Counsel cites section 11, article 4, title 8 (undoubtedly intending to cite subdivision 11 of section 15, article 4, title 8), section 38,

article 5, title 7; section 9 of same article (undoubtedly meaning subdivision 9 of section 47, article 6, title 7), of the Consolidated School Law of 1894, chapter 556 of the Laws of 1894; and also the case of *Gillis v. Space*, 63 Barbour, 177, decided by the Supreme Court in June, 1872, and the case of *Blandon v. Moses*, 29 Hun, 606, decided in April, 1883.

The decisions of the Supreme Court were made under the Consolidated School Act of 1864 and the amendments thereof, and upon facts before the court in each case respectively.

In *Gillis v. Space* it appears that the plaintiff and the then trustee of a school district on September 29, 1870, entered into a written agreement whereby the plaintiff was engaged to teach school in said district for the term of one year commencing October 17, 1870; that on October 11, 1870, the defendant Space was elected trustee of the district; that at the time of entering into said contract the plaintiff had no license or certificate as a teacher as required by the school laws then in force; that the plaintiff claimed it was agreed that she should procure a certificate before the commencement of the school, but it did not appear that such condition was embraced in the written contract; that on October 12, 1870, the plaintiff procured, under the laws then existing, a certificate from a district commissioner, that is, a certificate of qualifications of the second grade; that on October 17, 1870, the plaintiff presented herself at the schoolhouse and offered to the defendant, then trustee, to enter upon her said contract to teach, and said defendant refused to permit her to teach and gave her a written notice of such refusal the same day, in which he stated the grounds of his refusal; that the plaintiff gave notice of readiness to teach the school, and that she would remain in readiness to teach for a year, and did for the whole year hold herself in readiness to teach such school; that the plaintiff brought an action against the defendant in the Supreme Court which was tried and the court ordered a verdict in her favor for \$480, the contract price for the whole year; that exceptions were taken to the rulings of the court, and appeal was taken to the General Term. The General Term, in the opinion written by Barker, justice, passed upon the several objections taken and ordered a new trial. In his opinion Justice Barker said: "The trustee of a school district has no power to contract for the services of an unlicensed teacher and bind the district. If he should make a condition of hiring that the teacher should procure a certificate before entering upon the duties of teaching, such contract would doubtless be valid, for then the services of a licensed teacher are bargained for, citing provisions of the school act of 1864, and page 140 of the Code of Public Instruction of 1868.

In *Blandon v. Moses* it appears the action was brought in the Onondaga county court to recover damages for the breach of an oral contract by which the defendant employed the plaintiff as a teacher for his school district for the period of twelve weeks; that after the making of the contract the defendant notified the plaintiff that he revoked the contract; that at the time the contract was made the plaintiff had no license to teach, but after the revocation of the contract, and prior to the time the school was to open he passed an examination and procured the requisite certificate; that a judgment was rendered in favor of the plaintiff from which an appeal was taken to the General Term of the Supreme Court.

In the memorandum of the court at General Term, the court said: "Two questions are presented for our consideration on this appeal; one is, was the contract valid and binding upon the parties thereto, or was it illegal and inoperative for the reason that the defendant, as trustee, had no power and authority to contract for the plaintiff's services as teacher, he at the time having no certificate from the proper officers? In *Gillis v. Space*, 63 Barb. 177, it was held that a trustee of a school district had no authority to contract for the services of an unlicensed teacher, and that an executory agreement engaging the services of such a person was invalid and not binding upon the school district. This decision was made in this department and we adhere to the interpretation then given to the statute creating and defining the duties and powers of school trustees as contained in chapter 555, Laws of 1864."

The contract set out in this appeal was made under the provisions of the Consolidated School Law of 1894, chapter 556, of the Laws of 1894, and the rules and regulations made by the State Superintendent of Public Instruction pursuant to the authority given to him by said law, in force at the time said contract was made, and the facts established relative to such contract, and its legality depends whether it is in accordance with such provisions, rules and regulations.

When said counsel cited in his opinion certain provisions of the Consolidated School Law of 1894, he overlooked, or at least omitted to cite, some other provisions of said law material to be considered in determining the legality of the contract made by the appellant and Vail and Janneman.

Section 14, title 1 of said Consolidated School Law enacts that the State Superintendent of Public Instruction shall prepare suitable registers, blanks, forms and regulations for making all reports and conducting all necessary business under this act, and shall cause the same, with such information and instructions as he shall deem conducive to the proper organization and

government of the common schools and the due execution of their duties by school officers, to be transmitted to the officers and persons intrusted with the execution of the same.

In subdivision 5 of section 13, title 3 of said Consolidated School Law, it is enacted that every school commissioner shall have power, and it shall be his duty, to examine, under such rules and regulations as have been, or may be, prescribed by the Superintendent of Public Instruction, persons proposing to teach common schools within his district, and not possessing the Superintendent's certificate of qualification or a diploma of a State normal school, and to inquire into the moral fitness and capacity; and, if he find them qualified, to grant them certificates of qualification, in the forms which are or may be prescribed by the Superintendent.

In section 15, title 5 of said Consolidated School Law it is enacted that the school commissioners shall be subject to such rules and regulations as the Superintendent of Public Instruction shall, from time to time, prescribe, and appeals from their acts and decisions may be made to him, as hereinafter provided.

The rules and regulations prescribed and adopted by the State Superintendent, under the authority of the provisions of the school law above cited, have upon school officers the binding force of a statute. Among the rules and regulations prescribed by the State Superintendent, in force in the school year 1895-96, governing uniform examinations of persons proposing to teach in the common schools, and the granting of certificates, was the rule that a school commissioner shall indorse for the full period for which they are valid, when presented to him or her for indorsement, first and second grade certificates issued by any other school commissioner in the State, unless a valid reason exists for withholding such indorsement. A valid reason is held to mean, a reason based upon some fact known to the commissioner affecting the moral or mental qualifications of the person to whom the certificate is granted, and must be stated by the commissioner. An appeal from the refusal of a school commissioner to indorse such certificate may be taken to the State Superintendent, and if in his opinion the school commissioner gives no valid reason for his refusal, he may order the school commissioner to make the indorsement, and if such order is not obeyed he may remove from office such commissioner.

As long ago as September, 1891, upon the inquiry of a school commissioner, if the rules and regulations governing the uniform examinations for commissioners' certificates, issued by the Department of Public Instruction were binding, and if it was within the power of the State Superintendent to make such rules, etc., the Attorney-General of the State stated that he found nothing

therein which attempt to annul or is in conflict with the statutory provisions then in force, or which is beyond the power granted to the State Superintendent.

By subdivision 5 of section 13, title 5 of the Consolidated School Law of 1894, above quoted, school commissioners have the power to examine under such rules and regulations as have been or may be prescribed by the Department of Public Instruction, persons proposing to teach common schools, etc.

The purpose of the rule that school commissioners shall indorse certificates of the first and second grade when no valid reason exists for a refusal to indorse is given, is that such certificates shall be good in all of the school commissioner districts of the State.

It does not appear when the appellant herein presented his certificate to teach to the school commissioner of Richmond county for indorsement, but it appears that it was indorsed on August 21, 1896, about eighteen days before the schools in the district were open, and his services as a teacher therein were required under his contract. It can not be seriously contended that a person holding a first grade certificate will present his certificate for indorsement to a school commissioner other than the one who signed the certificate, until he has secured employment to teach in a district within the commissioner district of the school commissioner whose indorsement is required.

Upon the first grade certificate, letters and recommendations presented by the appellant herein, on or prior to June 8, 1896, to the then trustees of said district, said trustees had the right to assume that there was no valid reason why the indorsement of said certificate by the school commissioner of Richmond county, should not be promptly made.

As hereinbefore stated, in the month of August, 1896, the respondents herein voluntarily submitted to me the question of the legality of the contract employing the appellant, and on or about August 29, 1896, received through the respondent, Wortz, both by letter and telegram, as did also the appellant, notice that I sustained the contract. It appears by a copy of the proceedings of a meeting of said respondents, at which all of the respondents were present, annexed to both the appeal and answer herein, that as the decision by me was adverse to their views, such decision was wholly ignored. Said copy of the minutes of said meeting contains the following: "Telegram and communication from the State Superintendent received, read and ordered placed on file. Mr. Ingalls offered, and Mr. Wortz seconded, a motion that Mr. Putnam be requested to withdraw his claim under his so-called contract. On vote, the president declared it to be a tie vote, Mr. Sheridan not voting. On motion (Ingalls

and Wortz) it was voted that O. H. Hoag be employed as principal for three months. On motion (Ingalls and Wortz) it was voted that Mr. Putnam be requested to withdraw his claim under his so-called contract."

In the copy of said minutes of said meeting, annexed to the appeal herein, the following appears: "Mr. Ingalls moved, seconded by Mr. Wortz, that O. H. Hoag be employed as principal for three months; Mr. Ingalls and Mr. Wortz voting 'yes' and balance of board not voting; president declared motion carried."

It clearly appears that the respondents herein, by their action at said meeting, not only wholly disregarded their submission to me by them of the question of the validity of the contract with appellant, but wholly ignored my decision by adopting a resolution requesting the appellant to withdraw his claim under the contract which I had decided to be valid. Not only did the respondents by the aforesaid action on their part ignore and refuse to accept my decision upon a question submitted by them to me, and request the appellant to withdraw his claim under a contract decided by me to be valid; but they went further and employed, or attempted to employ, another person to perform the services, which the appellant, under a legal contract of employment was ready and willing to perform, but which the respondents refused to permit him to perform.

There is a conflict as to how many of the persons present at said meeting voted to employ Hoag. Assuming, for the purpose of argument only, that the five respondents present at the meeting constitute the members of the board of education either *de facto* or *de jure*, it required the vote of a majority of them, viz.: three, to legally authorize the employment of Hoag.

The respondents herein claim to be acting in the matter of the contract with appellant impartially, without malice, prejudice or bias either for or against the appellant, and with the sole desire to do what is right and legal. Their action, as set out in the minutes of the proceedings of their meeting of August 31, 1896, has caused me to entertain grave doubts whether their claim is true.

I decide: *First*. That under the school laws and the rules and regulations prescribed by this department governing uniform examinations of persons proposing to teach common schools and for commissioners' certificates, that a first grade certificate received by any person so examined legally entitles the holder thereof to teach in any school commissioner district in the State; and that such right can only be defeated by the refusal of school commissioners having a valid reason, to indorse such certificate.

Second. That the first grade certificate granted to appellant in March, 1896, and held by him, entitled the appellant to teach in

Richmond county at any time after the date thereof during the term of time stated therein, subject to that right being defeated by the refusal of the school commissioner of said county, for a valid reason, to indorse the same.

Third. That the contract entered into on June 8, 1896, between the appellant herein and said Vail and Janneman, as trustees of said district, was a legal contract binding upon the parties thereto, and upon the succeeding trustees of said district, and upon said district.

Fourth. That it was the duty of the trustees of said district, for the school year of 1896-97, to recognize the legality of said contract, and to have permitted the appellant to teach in the schools in said district under said contract, when the school for said school year was opened, commencing on September 8, 1896, the said appellant then holding said first grade certificate, indorsed by the school commissioner of Richmond county.

The appeal herein is sustained.

It is ordered, That the trustees or members of the board of education of Union Free School District No. 6, Port Richmond, Richmond county, be, and they are hereby directed, without unnecessary delay, to recognize the appellant herein, Eugene G. Putnam, as a teacher in the school or schools of said district, under the contract entered into between the trustees of said district and said appellant, dated June 8, 1896, and to permit the said appellant to teach in said school or schools, and to perform, on his part, the terms of said contract.

No. 4497

In the Matter of the Appeal of W. D. GRIFFIN v. HENRY L. LOUNSBURY and SAMUEL D. PETERSON, Trustees of School District No. 17, Town of Cortlandt, Westchester County.

It is the duty of the trustees of a school district to call a special meeting of the district when requested to do so by a respectable number of the qualified voters of the district for a legitimate object. While the occasion for a special meeting must be of enough importance to warrant the trustees in assembling the inhabitants, on the other hand the trustees should not refuse or neglect to call a special meeting when the interests of the district plainly demand it, or when petitioned by a respectable number of the inhabitants.

(Decided October 23, 1896.)

On August 24, 1896, a petition signed by twenty-five residents, taxpayers and voters of school district No. 17, town of Cortlandt, Westchester county, addressed to the school trustees of school district No. 17, town of Cortlandt, Westchester county, requesting

said trustees to call a special school meeting within the next ten days, for the purpose of taking into consideration the selection of a schoolhouse site, and the building of a schoolhouse thereon, and all things necessary for the carrying out of the same, was presented to said Henry L. Lounsbury and Samuel D. Peterson, trustees of said school district. That said Lounsbury was willing to call said meeting, but said Peterson opposed the calling of said meeting. That on September 24, 1895, no special meeting of said district having been called by said trustees pursuant to the prayer of said petitioners, W. D. Griffin, a resident taxpayer and voter in said school district, and one of said petitioners, appealed from the refusal of said trustees to call said meeting. The appeal herein alleges that the schoolhouse and grounds in said district are in a deplorable condition for the accommodation of school children and for school purposes, and that a large majority of the taxpayers in the school district are desirous of having a new schoolhouse and better accommodations. That there are but two trustees acting in said district.

No answer has been made to the appeal herein, and under the rulings of this Department the facts alleged in said appeal are deemed admitted by the said trustees, Lounsbury and Peterson.

This Department has uniformly held that it is the duty of the trustees of a school district to call a special meeting of the district when requested to do so by a respectable number of the qualified voters of the district for a legitimate object. While the occasion for a special meeting must be of enough importance to warrant the trustees in assembling the inhabitants, on the other hand the trustees should not neglect or refuse to call a special meeting when the interests of the district plainly demand it, or when petitioned by a respectable number of the inhabitants.

The appeal herein shows that the interests of said district plainly demand that said special meeting petitioned for should be called, and that said trustees have been petitioned for said special meeting by a respectable number of the inhabitants.

The appeal herein is sustained.

It is ordered, That Henry L. Lounsbury and Samuel D. Peterson, trustees of school district No. 17, town of Cortlandt, Westchester county, without unnecessary delay, call a special meeting of the inhabitants of said school district qualified to vote at school meetings therein, for the purpose of taking into consideration and acting upon the proposition of changing the schoolhouse site and designating a new schoolhouse site, and directing its purchase and authorizing the levy of a tax to pay for said site; and also take into consideration the erection of a new schoolhouse upon the present school site or upon a new site, and to authorize the

construction of a new schoolhouse, and the levy of a tax or taxes in one sum or in equal annual installments, to pay for the erection of such new schoolhouse.

No. 4498

In the Matter of the Appeal of CYRUS CUDNEY *v.* MICHAEL McDERMOTT as Trustee of School District No. 4, Town of Olive, Ulster County.

When at an annual school meeting in any school district a resident of the district, but not a citizen of the United States, is chosen to any district office, such person is not a qualified voter of the district and is not eligible to hold any district office.

(Decided October 23, 1896.)

F. Arthur Westbrook, attorney for appellant.

The appellant in the above-entitled matter appeals from the election of Michael McDermott as trustee of school district No. 4, town of Olive, Ulster county, at the annual school meeting held in said district on August 4, 1896, upon the ground that said McDermott was not a qualified voter of said district on said date, not then being a citizen of the United States, hence, not eligible to hold the office of trustee under the provisions of the school law.

The appellant alleges in his appeal that said McDermott did not become a citizen of the United States until September 7, 1896.

The appeal herein was not brought until October 13, 1896, but the appellant alleges he did not know of the fact that McDermott was not a citizen of the United States until August 14, 1896, and that since that date two appeals have been sent to this department, both of which were returned as not being in conformity with the rules of this department.

The respondent McDermott has filed an answer to said appeal in which he admits that he did not become a citizen of the United States until September 7, 1896. He alleges that the appellant knew by general report, if not as a fact, before August 14, 1896, that he (McDermott) was not such a citizen, and asks as the appellant has not been injured in any of his rights by any act of the respondent as trustee, that the appeal be dismissed.

Under the provisions of section 11, article 1, title 7, of the Consolidated School Law of 1894, a person to be a qualified voter in any school district must be of full age, a resident of the school district and must have resided therein for a period of thirty days next preceding any annual or special meeting held therein, and a citizen of the United States, and must possess one or more of the other qualifications mentioned in said section.

In section 23, article 3, title 7 of said Consolidated School Law it is enacted that "every district officer must be a resident of his school district, and qualified to vote at its meetings."

It is conceded by the respondent McDermott, that on August 4, 1896, he was not a citizen of the United States. Under the school law he was not a qualified voter of said school district No. 4, Olive, Ulster county, and not eligible to hold any district office.

The appeal herein is sustained.

It is ordered, That the election of Michael McDermott as trustee of school district No. 4, town of Olive, Ulster county, at the annual meeting held on August 4, 1896, be, and the same is, hereby vacated and set aside as illegal and void.

It is further ordered, That the clerk of school district No. 4, town of Olive, Ulster county, without unnecessary delay, call a special meeting of the inhabitants of said district qualified to vote at school meetings therein, for the purpose of electing a trustee of said district for the present school year.

No. 4499

In the Matter of the Appeal of R. H. PALMER AND OTHERS v. OSCAR H. FARRINGTON AND JAMES S. SLOAN, Trustees, School District No. 9, Town of Montgomery, Orange County.

Where at a school district meeting the vote upon a motion or resolution, empowering the trustee of the district to enter into a written contract with the board of education of an adjoining union free school district whereby all the children of the district may be entitled to be taught in the public schools of such adjoining union free school district, is not taken by ballot nor by taking and recording the ayes and noes of the qualified voters present and voting, such motion or resolution was not legally adopted, and the trustee or trustees of the district were not duly and legally empowered to make such contract.

(Decided October 26, 1896.)

E. B. Walker, attorney for respondents.

The appellants in the above-entitled matter appeal from the refusal of the respondents herein, as trustees of school district No. 9, Town of Montgomery, Orange county, to contract with the Walden High School, whereby all the children of said school district may be entitled to be taught in said Walden High School for a period of not less than one hundred and sixty days in the school year of 1896-7, pursuant to a resolution empowering said trustees to make such contract for a sum of money not exceeding \$275, adopted at the annual school meeting held in said district

on August 4, 1896, as alleged by the appellants herein in said appeal.

The respondents herein have answered the appeal, and ask that the appeal be dismissed upon various grounds alleged therein, and deny each and every allegation contained in the appeal. The respondents allege that the vote on the motion or resolution set forth in said appeal was not by ballot or ascertained by taking and recording the ayes and noes of the qualified voters attending and voting at such district meeting; nor did such motion or resolution receive the vote of a majority of the qualified voters of said district; that at said meeting a vote as required by law was demanded but such demand was refused and ignored.

The records of the proceedings of the school meeting as recorded by the clerk of the district, relative to said motion or resolution, are as follows: "Resolution offered and seconded, that the trustees of school district No. 9 be required to enter into a contract with the board of education of Walden High School to teach the children of this district for ensuing year at a cost not to exceed \$275. Carried."

That there is nothing in said records to show how the vote upon said resolution was ascertained, or the manner of voting thereon.

The appellants in their reply to the answer herein, concede that the vote upon said resolution was not by ballot nor by taking and recording the ayes and noes.

In section 14, article 4, title 15 of the Consolidated School Law of 1894, as amended by section 18, chapter 264 of the Laws of 1896, it is enacted that "whenever any school district adjoining a city or village, or adjoining any union free school district by a vote of a majority of the qualified voters of such district, shall empower the trustees thereof, the said trustees shall enter into a written contract with the board of education of such city, village or union free school district, whereby all the children of such district may be entitled to be taught in the public schools of such city, village or union free school district for a period of not less than one hundred and sixty days in any school year, upon filing a copy of such contract, duly certified by the trustees of such school district, and by the secretary of the board of education of such city, village or union free school district in the office of the State Superintendent of Public Instruction."

Subdivision 18 of section 14, article 1, title 7 of the Consolidated School Law of 1894, enacts that "in all propositions arising at said district meetings, involving the expenditure of money, or authorizing the levy of a tax or taxes, the vote thereon shall be by ballot or ascertained by taking and recording the ayes and noes of such qualified voters attending and voting at such district meetings."

The respondents herein, as trustees of school district No. 9, were

not required to enter into a contract under the provisions of section 14, article 4, title 15, above quoted, unless said school district by a vote of a majority of the qualified voters of said district should empower them to do so. The motion or resolution empowering or requiring said trustees to enter into said contract, being a proposition arising at said school meeting involving the expenditure of money, the vote thereon should have been taken by ballot or ascertained by taking and recording the ayes and noes of such qualified voters attending and voting at such meeting.

I decide that said resolution requiring said trustees to enter into a contract with the board of education of Walden High School to teach the children of said district for the ensuing school year at a cost not to exceed \$275, was not legally adopted, and that said trustees of said district have not, by a vote of a majority of the qualified voters of such district, been empowered to make said contract.

The appeal herein is dismissed.

No. 4504

In the Matter of the Appeal of THOMAS H. MADIGAN, THOMAS S. RYAN AND NICHOLAS J. MAHONY from Proceedings of Annual School Meeting held on August 4, 1896, in Union Free School District No. 10, Towns of Half Moon and Stillwater, Saratoga County; and from District Election held August 5, 1896.

When at an annual school meeting it became impossible to transact the business of the meeting by reason of the noise and disorder existing; Held, that the declaration of the chairman adjourning the meeting was proper; that after such adjournment by the chairman the powers of the meeting were exhausted, and neither the chairman of the meeting nor any other person or persons could legally reconvene said annual meeting or organize a new meeting, and that all proceedings taken by the persons remaining in the building after such adjournment and after the chairman, clerk and other persons left the hall and building, were illegal and void; that election of trustees and clerk of the district, held on the Wednesday following the annual meeting, not being an adjournment of the annual meeting nor a special meeting duly called and held, was illegal and void.

(Decided October 31, 1896.)

O. Warner, attorney for appellants.

J. F. Terry, attorney for respondents.

The appeal is taken from the action of the annual school meeting held August 4, 1896, in Union Free School District No. 10, of the towns of Half Moon and Stillwater, Saratoga county; and

from an alleged election of two trustees of said district and a clerk of said district, held on August 5, 1896, in said district, and the declaration that Edgar Holmes and W. B. Neilson were elected as trustees, and Herbert R. Baker clerk; and from the decision of the board of education recognizing said Holmes, Neilson and Baker as such trustees and clerk, and refusing to recognize the appellants as such trustees and clerk.

With the appeal herein, the joint affidavit of the appellants and eight other persons, in support of the allegations contained in the appeal, was filed.

Messrs. Daniel E. La Dow and others, claiming to be members of the board of education of said district, have filed an answer to the appeal, and with such answer have filed the joint affidavit of the respondents and sixty or more qualified voters of the district in support of the allegations contained in the answer.

The main contentions of the respondents are that, at the time the chairman of said annual meeting adjourned said meeting, the noise and disorder was of such a character as to render it impossible to transact any business; and that the action of the meeting upon the resolution to postpone the election of trustees and clerk until Wednesday, the day following said meeting, and the amendment thereof that said election be then held, and to reconsider its action upon holding such election on Wednesday, were in effect and equivalent to an affirmative majority vote and determination of said meeting to hold such election on Wednesday, the next following day after said meeting.

The following facts are established:

That the annual school meeting of Union Free School District No. 10, towns of Half Moon and Stillwater, Saratoga county, was held on the evening of August 4, 1896, and was duly organized by the choice of Herbert O. Bailey as chairman, Herbert R. Baker, the clerk of the district, acting as clerk of the meeting; that after the reading and adoption of reports of school officers and voting appropriations for the ensuing year, the chairman announced that the next business in order was the election of two trustees and a clerk of the district, and thereupon a motion was made that such election be held on Wednesday, the next following day, which motion was amended to the effect that such election be then held; that objection was taken to the amendment, that it should be declared not in order, as the election must then be held unless the meeting should determine that it should be held on Wednesday, or, in other words, that vote in favor of the original motion would determine that the election would be held on Wednesday and a vote against the motion would require the election to then be held, and therefore the amendment was not in order and should not be entertained; that the chairman enter-

tained the amendment and directed that all persons in favor of the amendment should take the east side of the hall, and those opposed, the west side, and the chairman appointed two tellers to count the persons on the east side and two other tellers to count the persons on the west side of the hall; that the tellers on the west side proceeded to count the persons on that side of the hall, and completed said count without trouble, interference or delay; that the tellers on the east side, after making several unsuccessful attempts to count the persons on that side, informed the chairman that many persons on said east side were standing on the floor and on chairs, and others moving about, and that it was impossible to count the persons unless they were seated and in order; that the chairman requested said persons to take their seats and to keep quiet and in order, but that but few complied with such request, but continued to stand and move about, and persons having been counted by the tellers moved ahead of the tellers and were again counted; that there were in said hall at the time of said count many persons not qualified to vote at said meeting who were counted by the tellers; that by reason of the noise and disorder prevailing among the persons on the east side of said hall, and the crowding and pushing of the persons moving about it was impossible for the tellers to make an approximately correct account of such persons; that the tellers of the persons on the east side of the hall reported to the chairman the number of persons to be 508, and the tellers on the west side reported to the chairman the number of persons to be 302, the result of the vote upon said amendment being 508 in favor and 302 against; that upon the announcement of the result by the vote upon such amendment the chairman then stated the question was upon said motion amended, and requested those in favor to say aye and the response of aye was made on the east side, and thereupon those opposed were requested to say no, and the response of no was made on the west side, and the chairman declared that the motion as amended was lost; that upon said declaration of the chairman the persons on the west side cheered and those on the east side screeched and hissed, and fists were shaken at the chairman and threats made to throw him from the platform; that order was partly restored and a motion was made to adjourn, whereupon shouting and yelling ensued which continued for some time, when the motion was put by the chairman and declared lost, which declaration was followed by shrieks, yells and groans; that after some effort the chairman succeeded in restoring partial order, and stated in substance that it was impossible to transact any business on account of the noise and disorder; that he was unable to tell who addressed him or what they said, or in all cases to determine the result of a vote, and that if order was not maintained he would adjourn the meet-

ing of his own motion, which statement was received with hisses, shaking of fists and threats to throw the chairman from the platform and to elect another chairman in his place; that a motion was then made that the vote on the motion as amended in relation to the time for holding the election be reconsidered, which motion was put by the chairman and declared lost, and thereupon another scene of noise, confusion and disorder occurred, increasing in volume and virulence; vile epithets were applied to some of the persons and to the chairman; several persons rushed upon the platform shouting and demanding that another chairman be chosen, several persons shaking their fists in the face of the chairman, and threatening two members of the board of education with personal violence; that after this scene of disorder had continued for a period of five to ten minutes, the chairman stated to those present, in substance: "It is impossible to transact any further business at this meeting on account of the noise and disorder, and I therefore declare this meeting adjourned;" that upon said adjournment of said meeting the president of the board of education announced to the persons present that the election for trustees and district clerk would be held the next following day at the school building in said district from 12 o'clock noon until 4 o'clock in the afternoon, and thereupon the chairman and clerk of the meeting and the persons on the west side of the hall left the hall and did not return that night; that after the persons so as aforesaid left said hall the persons remaining therein organized by electing a chairman and clerk, and choosing inspectors of election and proceeded to ballot for two trustees and a clerk for said district, such balloting being held open until 10 o'clock p. m.; that the ballots received were canvassed by said inspectors and the result announced by them as follows: Whole number of votes cast 245, of which the appellants, Thomas H. Madigan and Thomas S. Ryan, received 245 votes for the office of trustee, and the appellant, Nicholas J. Mahoney, received 245 for district clerk, and thereupon said meeting adjourned; that on the day following said annual school meeting, to wit: on Wednesday, August 5, 1896, a meeting or election was held in said school building, conducted by the board of education of said district as inspectors of election, for the election of two trustees of said district and for a district clerk; that the polls of said election opened at 12 o'clock noon and closed at 4 o'clock in the afternoon of said day; that at said election 550 ballots were cast by an equal number of qualified voters of said district, and of said ballots cast, Edgar Holmes and Willie B. Neilson each received for trustee 548 votes, and Thomas H. Madigan and Thomas S. Ryan each received for trustee, 2 votes, and that Herbert R. Baker received for district clerk 548 votes, and Nicholas J. Mahoney received 2 votes; that at the organization

of said board of education, on August 11, 1896, the said Holmes and Neilson were recognized and received as members of said board and said Baker as district clerk, and ever since have acted as such, and that said Madigan and Ryan, who claimed to have been elected trustees, and said Mahoney, who claimed to have been elected district clerk, on August 4, 1896, were not received nor recognized by said board as such trustees and clerk.

It further appears that besides the qualified voters in the hall in the school building on the evening of August 4, 1896, there were outside of said building a large number of qualified voters of the district, a majority of whom were women, all of whom were assembled for the purpose of attending and voting at the election of district officers if such election had been then held.

It is not shown how many qualified voters there were residing in said district on August 4, 1896. I assume that said Union Free School District No. 10 is one whose limits do not correspond to those of an incorporated village or city, and that the number of children of school age in said district exceeds 300.

It was the duty of the qualified voters of said district at its annual meeting held on August 4, 1896, to elect the trustees and district clerk, unless said meeting, after transacting the other business required by the school law, legally adjourned said meeting to a day named for the purpose of completing its business and electing its district officers, or, under the provisions of section 14, article 3, title 8. of the Consolidated School Law of 1894, the qualified voters of such district, by a vote of a majority of those present and voting at any annual meeting, or any duly called special meeting, to be ascertained by taking and recording the ayes and noes, determined that the election of the members of the board of education and clerk of said district shall be held on the Wednesday next following the day designated by law for holding the annual meeting.

It is clear that when the annual meeting of said district was adjourned by the chairman it was not adjourned to a day certain, but *sine die*.

It is not shown that the voters of said district at any annual meeting, or at any duly called special meeting, ever determined under the said provisions of section 14, article 3, title 8, of the Consolidated School Law of 1894, above cited, that the election of the members of the board of education and district clerk shall be held on the Wednesday next following the day designated by law for holding the annual meeting therein. The disgraceful and riotous manner in which persons attending said annual meeting acted authorized the chairman of said meeting to adjourn the same. After such adjournment of said annual meeting by the chairman, the powers of said meeting were exhausted, and neither

the chairman of said meeting nor any other person or persons, could reconvene said annual meeting or organize anew the annual meeting of the district, and all proceedings to that end taken by the persons remaining in said school building after said adjournment and after the chairman, clerk and other persons left the hall and building were illegal and void.

I decide: *First.* The chairman of said annual school meeting, held in said district on August 4, 1896, in adjourning said meeting acted properly, and his action is sustained.

Second. That the alleged meeting organized and held in said school building in said district on August 4, 1896, after the annual school meeting had been adjourned and the chairman, clerk and others had left the hall and building, was neither the annual meeting nor a special meeting duly called, and was illegal and void; that all proceedings had and taken thereat were illegal and void.

Third. That the appellants Thomas H. Madigan and Thomas H. Ryan were not legally elected as trustees of said school district, and that the appellant Nicholas J. Mahoney was not legally elected district clerk of said district.

Fourth. That the meeting or election held in said district on Wednesday, August 5, 1896, not being an adjournment of the annual meeting nor a special meeting duly called and held, was not duly and legally called or held, and that Edgar Holmes and Willie B. Neilson were not legally elected trustees of said district, and that Herbert R. Baker was not legally elected district clerk of said district.

The appeal herein is sustained as to so much thereof as is taken from the election of Messrs. Holmes and Neilson as trustees of the district, and said Baker as district clerk, and dismissed as to all other matters.

It is ordered, That all proceedings had and taken at the alleged annual school meeting held in said school district on August 4, 1896, after the adjournment of the annual school meeting held therein on said date, by the chairman, be, and the same are, and each of them is, vacated and set aside as illegal and void.

It is further ordered, That all proceedings had and taken at the alleged meeting or election held in said district on Wednesday, August 5, 1896, be, and the same are, and each of them is, vacated and set aside as illegal and void.

It is further ordered, That the board of education of Union Free School District No. 10, towns of Half Moon and Stillwater, Saratoga county, without unnecessary delay, call a special meeting of the inhabitants of said district qualified to vote at school meetings therein for the purpose of electing two trustees of said district, and a district clerk of said district, in place of the two trus-

tees and of said district clerk, whose respective terms of office expired on August 4, 1896.

No. 4505

In the Matter of the Petition of MANLY S. DODGE, for the Removal from Office of JEROME L. WESTBROOK, as Trustee of School District No. 8, Town of Van Etten, Chemung County.

Where at a school meeting a trustee of a school district is empowered to contract with the board of education of an adjoining free school district, for the education of the children of school age of the district, by a motion or resolution duly and legally adopted, and such trustee refuses or neglects to make a contract, he is guilty of a willful violation or neglect of duty as such trustee, and is removed from office.

(Decided October 31, 1896.)

The petitioner in the above-entitled matter asks for the removal of Jerome L. Westbrook as trustee of school district No. 8, town of Van Etten, Chemung county, alleging that said Westbrook has been guilty of a willful violation and neglect of duty as such trustee. An answer to said petition has been made by said Westbrook.

The following facts are established:

That the petitioner herein is, and has been since August 4, 1896, a qualified voter in said school district, and that said Westbrook is the trustee of said school district and has been such trustee since August 4, 1896; that on August 18, 1896, the petitioner herein delivered to and left with the said Westbrook as such trustee a petition signed by a majority of the taxable inhabitants and voters of said district, requesting said trustee to call a special meeting of said district for the purpose of considering the advisability of said district contracting with the adjoining Union Free School District No. 1, of the towns of Van Etten and Spencer, for the education therein during the present school year of the children of school age in said district No. 8, under the provisions of the school law; that on August 27, 1896, said Westbrook, as said trustee, called a special meeting of said district to be held on September 3, 1896, at 7.30 p. m., for the purpose of considering the advisability of making such contract as aforesaid and to provide means for the transportation of said children to and from said school, if such contract should be deemed advisable; that said special school meeting of said district as called by said Westbrook, was held on September 3, 1896, and a resolution offered for consideration at said meeting by the petitioner herein, that the trustee be directed, instructed and empowered to contract with the proper authorities of the Van Etten Union Free School District for the education of the children of school age

in said district No. 8 during the present school year, and that said trustee be further directed, instructed and empowered to hire or otherwise secure transportation of the children to and from said union free school, and which resolution was put to a vote, which vote was by ballot, and adopted; that the said Trustee Westbrook has not entered into any written contract with the board of education of Union Free School District No. 1, towns of Van Etten and Spencer, as he was directed and empowered to do by the vote of said special school meeting of said district No. 8, held on September 3, 1896. The respondent herein has failed to give any valid reason for neglecting and refusing to enter into said contract.

It further appears herein that, after said petition requesting him to call a special meeting was presented to said Westbrook, on August 12, 1896, he refused to call said meeting until a letter from this Department was shown to him, in which it was stated that when a respectable number of the voters of a district present a petition to the trustee to call a special meeting of the district for a proper purpose, it is the duty of such trustee to call said meeting. It further appears, as bearing upon the question as to whether said Westbrook was acting in good faith, and to carry out the wishes of the district, that after the petition was presented to him to call said special meeting, and before he called said meeting, he entered into a contract with a Miss Bennett to teach the school in said district for a period of sixteen weeks, said school to commence on September 14, 1896.

It also appears that at the time of filing the petition herein, Miss Bennett was teaching the school, and that but one pupil attended. In and by section 14, article 4, title 15, of the Consolidated School Law of 1894, as amended by section 18, chapter 264, of the Laws of 1896, it is enacted that "whenever any school district adjoining a city or village, or adjoining any union free school district, by a vote of a majority of the qualified voters of such district, shall empower the trustees thereof, the said trustees shall enter into a written contract with the board of education of such city, village or union free school district, whereby all the children of such district may be entitled to be taught in the public schools of such city, village or union free school district for a period of not less than 160 days in any school year, upon filing a copy of such contract, duly certified by the trustees of such city, village or union free school district in the office of the State Superintendent of Public Instruction."

When any such school district shall, by a vote of a majority of the qualified voters thereof, empower the trustees thereof, it is mandatory upon such trustees to enter into said contract.

I decide that school district No. 8, town of Van Etten, by a vote of a majority of the qualified voters of said district, at the special

meeting held therein on September 3, 1896, duly empowered the said Jerome L. Westbrook, trustee of said district, to enter into a written contract with the board of education of Union Free School District No. 1, towns of Van Etten and Spencer, whereby all the children of such district No. 8 may be entitled to be taught in the public schools of such Union Free School District No. 1 for a period of not less than 160 days in the school year of 1896-7; that it was mandatory on the part of said Westbrook to enter into said contract; that he has neglected and refused to enter into said contract, and that he, said Westbrook, as said trustee, is guilty of a willful violation and neglect of duty, under the provisions of the school law. In section 13, of title 1, of the Consolidated School Law, it is enacted that "whenever it shall be proven to the satisfaction of the State Superintendent of Public Instruction, that any school officer has been guilty of any willful violation or neglect of duty, the said Superintendent may, by an order under his hand and seal, which shall be recorded in his office, remove such school officer."

The petition herein is sustained.

Whereas, it having been proved to my satisfaction that Jerome L. Westbrook, trustee of school district No. 8, town of Van Etten, Chemung county, has been guilty of willful violation and neglect of duty as such trustee, under the Consolidated School Law, I do hereby remove said Jerome L. Westbrook from office as trustee of said school district No. 8, town of Van Etten, Chemung county.

No. 4507

In the Matter of the Appeal of HARVEY D. TITCH from Proceedings of Annual School Meeting held August 4, 1896, in District No. 10, Town of Andes, Delaware County.

Under the provisions of subdivision 15 of section 14, article 1, title 7, of the Consolidated School Law of 1894, the inhabitants entitled to vote, when duly assembled in any district meeting, shall have power, by a majority of the votes of those present, to vote a tax to pay the reasonable expenses incurred by district officers in defending suits or appeals brought against them for their official acts or in prosecuting suits or appeals by the direction of the district against other parties. The provisions contained in sections 4 to 8, inclusive, of article 1, title 15, of the School Law, have reference solely to the prosecution or defense by trustees of school districts in actions or proceedings brought by or against them in the courts of the State, but not expenses incurred by district officers in defending appeals brought to the State Superintendent of Public Instruction.

(Decided November 7, 1896.)

Williams & Conlon, attorneys for appellant.

Wagner & Fisher, attorneys for respondent.

This appeal is taken from the proceedings of the annual school meeting held on August 4, 1896, in school district No. 10, Town of Andes, Delaware county, in the adoption of a resolution that so much of an account of Wagner & Fisher, amounting to the sum of \$142.50, as exceeds the sum of \$15 therein, be audited and allowed at said amount, and said sum be included in the tax-list as asked for by the trustee in his report, upon the ground that the part of the said account amounting to \$127.50 is not a proper charge against said district.

Frank B. Scudder, as trustee of said district, has answered said appeal.

The items in the account of said Wagner & Fisher to which the appellant objects are:

For services and disbursements in the appeal of Lewis C. Titch, against John G. Scudder, trustee, and William Middlemist, collector of said district.

Drawing answer and affidavits and making copies for services.	\$25 00
Drawing rejoinder, affidavits and making copies for services.	25 00
Three days' service in drawing brief.	30 00
Disbursements in said appeal.	7 50

For services before county judge in the appeal of Harvey D. Titch from the action of school meeting held December 10, 1895, in refusing to allow said Titch the expenses incurred by him in defending an appeal:

Services before county judge, making argument, copying decision, serving same, and disbursements made, Services in the Matter of the Appeal of Rene M. Jackson.	30 00
	10 00
	<hr/>
	\$127 50
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It appears that on or about January 1, 1896, one Lewis C. Titch, appealed to the State Superintendent of Public Instruction from the action of John G. Scudder, trustee, and William Middlemist, collector of said district and that said trustee and collector employed the law firm of Wagner & Fisher to defend them in said appeal; that in August, 1895, William Middlemist appealed to the State Superintendent of Public Instruction from the proceedings of the annual school meeting held in said district in August, 1895, at which Harvey D. Titch was claimed to have been elected trustee, and that said Titch employed counsel to defend said ap-

peal, and at a special school meeting held in said district on December 10, 1895, said Titch presented to said meeting on account amounting to \$51.44 for expenses incurred by him in defending said appeal and asked to have said amount allowed to him; but said meeting refused to allow any part thereof, and said Titch presented the matter to the county judge of Delaware county, who decided that no part of said claim of Titch ought to be charged to said district; that at a meeting held in said district on December 21, 1895, at the house of one Calvin Smith, John Smith and William Middlemist were appointed a committee to represent said district before said county judge in said matter of the claim of said Harvey D. Titch; that said committee employed said Wagner & Fisher as their counsel in the hearing before said county judge; that in January, 1896, Rene M. Jackson brought an appeal to the State Superintendent of Public Instruction from the refusal of John G. Scudder, trustee of said district to pay her the sum due to her for services rendered as a teacher in the school in said district, and said trustee employed said Wagner & Fisher to defend said appeal.

It does not appear that said Harvey D. Titch, as trustee, in defending the appeal of Middlemist, nor said Scudder, trustee, and Middlemist, collector, in defending the appeal of Lewis C. Titch, nor said Scudder, trustee, in defending the appeal of Miss Jackson, were or any one of them was, authorized by a vote of the district to make such defence.

In subdivision 15 of section 14, article 1, title 7, of the Consolidated School Law of 1894, it is enacted that the inhabitants entitled to vote, when duly assembled in any district meeting, shall have power, by a majority of the votes of those present, to vote a tax to pay the reasonable expenses incurred by district officers in defending suits or appeals brought against them for their official acts, or in prosecuting suits or appeals by direction of the district against other parties.

Under the provisions of the school law above cited, when an appeal, in any school district, is taken by any voter or voters of said district, from the proceedings of a school meeting or from the acts of any school district officer, or the refusal of such district officer to act, to the State Superintendent of Public Instruction, or when a suit in the courts is brought against any district officer, a special meeting of such district may be called for the purpose of determining whether the district shall defend such appeal or suit. If such meeting shall determine to defend the appeal or suit, then, under section 51, article 6, title 7, of the Consolidated School Law, any reasonable expense incurred in said defence is a charge upon the district, and the trustee or trustees may raise the amount thereof by tax in the same manner as if

the definite sum to be raised had been voted by a district meeting.

When, however, no authorization to defend the appeal or suit is given by the district, and the trustee or trustees of the district in good faith believe the appeal or suit should be defended, he or they should employ competent counsel to assist in such defence, and when the appeal or suit is decided, an account for the expenses incurred by the district officer or officers in such defence should be presented at an annual or special meeting of the district, and such meeting has authority to vote a tax to pay the reasonable expenses incurred by said district officer or officers therefor.

In the appeal of Lewis C. Titch, Scudder, as trustee, and Middlemist, as collector, without any authorization of the district, defended the appeal and employed counsel who rendered services therein and the account for such services was presented at the annual meeting and the aggregate amount of \$87.50 allowed by said meeting. I can not say that the amount allowed was not reasonable for the services rendered, and the action of the meeting in allowing the same is approved.

The appeal of Miss Jackson was brought while the appeal of Lewis C. Titch was pending and undetermined, and Scudder, as trustee, defended the appeal and employed counsel therefor. The counsel for the appellant and respondent therein stipulated for a stay therein until the Lewis C. Titch appeal was decided. The charge of counsel of Trustee Scudder in the appeal of Miss Jackson was not unreasonable, and the district meeting allowed it, and such action is approved.

The remaining item for consideration is the charge of Wagner & Fisher, as counsel for a committee of the district before the county judge, in opposing the claim of Harvey D. Titch for expenses incurred in defending an appeal brought under title 14 of the Consolidated School Law, by William Middlemist from the proceedings of the annual school meeting in said district, held in August, 1895, which expenses a school meeting refused to allow, or to vote a tax to pay.

In the Code of Civil Procedure the word "action," as used in the new revision of the statutes, when applied to judicial proceedings, signifies an ordinary prosecution, in a court of justice, by a party against another party, for the enforcement or protection of a right, the redress or prevention of a wrong, or the punishment of a public offense. (Section 3333, Code of Civil Procedure.) Every other prosecution by a party, for either of the purposes specified in the last section, is a special proceeding. (Section 3334, Code of Civil Procedure.)

By section 1926 of the Code of Civil Procedure it is enacted that an action or special proceeding may be maintained by the

trustee or trustees of a school district; and by section 1931, an execution can be issued upon a judgment for a sum of money, rendered against the trustee or trustees of a school district in an action or special proceeding brought by or against him or them in his or their official capacity, and may be collected out of the property of the trustee or trustees, and the sum must be allowed to him or them, in the settlement of his or their official accounts, except as otherwise specifically prescribed by law.

Subdivisions 15 and 17 of section 14, article 1, title 7, and sections 4, 5, 6, 7 and 8 of article 1, title 15, of the Consolidated School Law of 1894, provide for reimbursing the trustee or trustees of school districts for costs, expenses and judgments paid in actions and proceedings in the courts.

Harvey D. Titch, when the school meeting refused to allow, or to vote a tax to pay, the reasonable expenses incurred by him in defending the appeal to the State Superintendent by Middlemist, seems to have entertained the belief that under sections 4 to 8, inclusive, he could appeal from the action of said meeting to the county judge of his county. In this he was mistaken, as the expenses he had incurred were not incurred in defending any action or proceeding brought against him as trustee in the courts, nor for any costs or damages adjudged against him as such trustee in the courts, and the county judge had no jurisdiction of such appeal to him.

Sections 4 to 8, inclusive, have reference solely to the prosecution or defense by trustees of school districts in actions or proceedings brought by or against them in the courts of the State, and not expenses incurred by district officers in defending appeals brought to the State Superintendent of Public Instruction.

The alleged special meeting held at the house of Calvin Smith, on December 21, 1895, at which the committee was appointed to represent the district before the county judge on the appeal of Harvey D. Titch, was, on appeal to me, declared to be illegal and void, and all proceedings had and taken thereat vacated and set aside.

Assuming, for the purpose of argument only, that said committee was legally appointed, and said Titch was authorized to appeal to the county judge, I concur with Superintendent Draper in the opinion expressed by him in decision No. 3558, rendered January 28, 1887, that whether such committee had the right to employ counsel is not free from doubt.

I decide that the annual school meeting held in said district on August 4, 1896, did not have authority to vote a tax to pay the sum of \$30 for the services of Wagner & Fisher as counsel for said committee or district in the hearing before the county judge upon the said appeal taken to him by Harvey D. Titch.

The appeal herein is sustained as to so much thereof as is taken from the item of \$30 allowed at said annual meeting, and as to all other matters it is dismissed.

It is ordered, That so much of the proceedings of the annual school meeting held in district No. 10, town of Andes, Delaware county, on August 4, 1896, as allowed the item of \$30 for the services of Wagner & Fisher, before the county judge of the said county, upon the appeal to him of Harvey D. Titch, be, and the same is, vacated and set aside.

No. 4510

In the Matter of the Appeal of JOHN KREUTZ, EDWARD ENGELSKIRCHER AND MICHAEL FARRELL *v.* CHRISTOPHER H. STARK, GEORGE W. FLOOD, C. HERBERT BROWN, EDWARD W. HOPKINS, DANIEL MESKIL AND ROBERT ALTSHEIMER; and from Proceedings of an alleged Annual School Meeting held August 4, 1896, in Union Free School District No. 2, Town of Highlands, Orange County.

When at an annual school district meeting a motion is made to adjourn, and the chairman neglects or refuses to call for the yeas upon such motion, and declares the motion adopted and the meeting adjourned and he leaves the chair and room, such meeting was not legally adjourned, and the qualified voters present may legally elect another chairman and proceed with the regular business of the meeting. In union free school districts whose limits do not correspond to those of an incorporated village or city, no one can hold the office of treasurer or collector unless he or she is a taxable inhabitant of the district, and no taxable inhabitant can legally hold both offices. The clerk of the district can not legally hold either the office of treasurer or collector.

(Decided November 12, 1896.)

M. H. Hirschberg, attorney for respondents.

The appellants in the above-entitled matter, three members of the board of education of Union Free School District No. 2, town of Highlands, Orange county, appeal from the proceedings of a school meeting held in said district on August 4, 1896, in the election of Moses F. Nelson as clerk of said district, and voting taxes for various purposes; and from the decision of said board in recognizing said Nelson as clerk of said district and refusing to recognize one E. C. Carpenter as said clerk; and in the appointment of said board of said Nelson as treasurer and collector of said district; and in neglecting to make and publish, at least twenty days before the annual meeting, a full and detailed account of all moneys received by the board or treasurer of said district for its account and use, and of all the money expended therefor,

giving the items of expenditure in full. The respondents herein have filed an answer to the appeal, and to the answer the appellants have replied, and to the reply the respondents have made a rejoinder.

The only material fact upon which there appears to be any conflict in the proofs presented is, whether or not the annual school meeting, convened on August 4, 1896, and organized by the choice of Caleb Huse as chairman, and at which Frank R. Gump, the district clerk, acted as clerk, was legally adjourned to August 31, 1896.

It appears from the proofs herein that said school district is a union free school district whose limits do not correspond to those of an incorporated village or city, and the board of trustees or board of education of said district consists of nine members; that at 7.30 p. m., on August 4, 1896, certain of the qualified voters of the district assembled at the schoolhouse in said district for the purpose of holding the annual school meeting of said district, and that said meeting was called to order by Frank R. Gump, the clerk of the district, and one Calvin Huse was elected chairman of the meeting and said Gump acted as clerk; that after the organization of said meeting the chairman stated to said meeting that it could not proceed with its business as the board of education had not made or published a report of its receipts and disbursements for the year; whereupon a motion was made that the meeting adjourn until August 31, 1896, which motion the chairman declared adopted and immediately left the platform, and a portion of the persons present left the meeting; that those remaining elected one Joseph C. Miller as chairman, the said Gump continuing to act as clerk; that the report of the treasurer of the district for the previous school year of receipts and disbursements was presented and read by the clerk and was duly adopted; that the board of education presented to the meeting a detailed statement in writing of the amount of money required for school purposes for the present school year, aggregating the sum of \$6,152, which statement was read to the meeting, and the question was taken upon voting the amount to be levied by tax upon the district and adopted by recording the ayes and noes of those present and voting; that a ballot was taken for a district clerk, which resulted as follows: Whole number of votes cast 38, of which Moses F. Nelson received 36 and Frank R. Gump 2, and thereupon the meeting adjourned sine die; that on August 5, 1896, a meeting for the annual election of the members of the board of education of said district was held, the polls being opened at 12 o'clock noon and closed at 4 o'clock in the afternoon, and the result of the ballot as announced was that the appellants herein, John Kreutz, Michael Farrell and Edward Engelskircher, each received a majority

of the votes cast for trustee for the full term of three years; that on August 31, 1896, at 8 p. m., certain persons assembled at the schoolhouse of said district, claiming to meet in pursuance of the alleged adjournment of the annual school meeting, on August 4, 1896, said Calvin Huse acting as chairman, and electing one J. Denna as clerk; that said meeting voted a tax of \$3,775, with a sufficient amount to pay an outstanding bond of the district falling due and the interest upon the remaining bonds, and electing one E. C. Carpenter as district clerk; that said meeting also voted to add to the tax-list the sum of \$14.40 to pay to James Merritt a bill for printing; that a committee consisting of J. Denna, Townshend Drew and Calvin Huse, was appointed to examine all papers and letters pertaining to the affairs of the district and prepare and present to the district an itemized account of all moneys received and expended during the preceding school year, at the time to which the said meeting should be adjourned; and thereupon said meeting adjourned to September 14, 1896, at 8 o'clock p. m.; that on August 11, 1896, the annual meeting of the board of education was held, at which the following members were present, viz.: Messrs. Flood, Stark, Meskil, Hopkins, Brown, Altzheimer and Farrell, and Mr. Flood was elected temporary chairman, and Mr. Stark was chosen president of the board; that on the fourth ballot Moses F. Nelson was appointed district treasurer and collector; that on September 14, 1896, at 8 p. m., certain persons assembled at the schoolhouse in said district, claiming to meet in pursuance of the adjournment of the said meeting, on August 31, 1896, said Calvin Huse acting as chairman and J. Denna as clerk, and after correcting the minutes of the meeting of August 31, 1896, the committee to investigate the receipts and disbursements of the preceding school year presented a report which was read and ordered placed on file and entered in the records; that a resolution was adopted that the number of the members of the board of education of said district be reduced from nine to three, and thereupon the meeting adjourned sine die; that on September 1, 1896, at a regular monthly meeting of the board of education of said district E. C. Carpenter, who claimed to have been elected district clerk at said adjourned meeting, held on August 31, 1896, presented himself and offered to perform the duties of district clerk and demanded that the books and records of the district be delivered to him; that a motion was made on the part of the appellants that said Carpenter be recognized as district clerk and the books and records of the district be delivered to him; but the president refused to entertain the motion, and upon an appeal from such decision the president was sustained; that on or about September 5, 1896, said board of education caused a tax-list to be made, including therein the

moneys voted at the meeting held August 4, 1896, at which said Miller was chairman, and attached its warrant thereto and delivered the same to the collector of said district, Moses F. Nelson; that said Moses F. Nelson is the clerk of the town of Highlands; that said board of education did not make and publish a full and detailed account of all moneys received by the board or the treasurer of the district for its account and use, and of all money expended therefor, giving the items of expenditure in full, required by section 18, article 4, title 8 of the Consolidated School Law of 1894.

The appellants herein allege that the annual school meeting that was held in said district on August 4, 1896, was duly and legally adjourned to August 31, 1896. In support of this the affidavits of many persons are filed, in which they state that after said meeting was organized it was stated that the board of education had not made or published a report of receipts and expenditures as required by law, and that the matter was discussed, and that a motion was made and seconded that said meeting be adjourned to August 31, 1896, at 8 o'clock p. m., and that said motion was put to vote by the chairman and was declared by him to have been adopted unanimously; that an opportunity was given by the chairman to any one there present to object or question the correctness of the decision so made by him, but that no objection whatever was raised by any one present, and the meeting unanimously acquiesced in the decision of the chairman, declaring the meeting adjourned.

The respondents herein allege that at said meeting, when the action was put to vote by the chairman to adjourn to August 31, 1896, only a small number responded "aye," and that the chairman did not call for the vote of those opposed, or give any opportunity to those opposed to vote, although requested to do so, but declared the meeting adjourned and immediately left the chair and the school building. The affidavits of many persons are filed in support of such allegations. The chairman, Huse, in an affidavit made by him, states that "he did put the negative of the question to the meeting by saying plainly, contrary minded, 'no;' that there was no negative vote cast." The respondents have filed the affidavits of five persons that said Chairman Huse stated and admitted to them, or in their hearing, that he did not call for the negative vote upon said motion to adjourn said meeting to August 31, 1896. I am of the opinion, from the proofs, that Chairman Huse did not call for the negative vote on said motion to adjourn said meeting to August 31, 1896, and did not give an opportunity to those persons present who were opposed to such adjournment to vote against the motion, as it was his duty to do; that said annual meeting was not legally adjourned to

August 31, 1896, nor to any time whatever, but continued to be the legal annual school meeting of said district, notwithstanding the declaration of Chairman Huse that the meeting was adjourned; that Chairman Huse, having left the chair and meeting, the qualified voters of the district present had the legal authority to elect a chairman in place of said Huse, and to proceed to transact any and all business which said annual school meeting had the authority to transact under the provisions of the school law. That the meetings held in said district on August 31 and September 14, 1896, at which said Huse acted as chairman, were not, nor was either of them, a legal school meeting, and the proceedings had and taken thereat were and are without authority of law and void.

I am also of the opinion that the proceedings of said annual school meeting, after the same had elected said Joseph C. Miller as chairman thereof, in receiving and acting upon the reports of the treasurer of the district, and the statement of the board of education of the sums necessary to be raised by tax for school purposes for the school year of 1896-7, and in voting to raise by tax the aggregate sum of \$6,132, and in the election of Moses F. Nelson as district clerk, were, and each of them was, legal.

Under section 18, article 4, title 8, of the Consolidated School Law of 1894, it was the duty of the board of education of said district to cause to be published once in each year, and twenty days next before the annual meeting of the district, in at least one public newspaper printed in said district, a full and detailed account of all moneys received by the board or the treasurer of said district for its account and use, and of all the money expended therefor, giving the items of expenditure in full; should there be no paper published in said district said board shall publish such account by notice to the taxpayers, by posting copies thereof in five public places in said district. This duty was as mandatory upon said board as any other requirement of the school law. The failure of said board to perform such duty was not any reason for the adjournment of the annual school meeting, nor any reason why such meeting could not transact the business of such meeting, as under the school law said board were also required to make a report to said meeting of the moneys received and disbursed by it, or its treasurer, as well as a detailed statement in writing of the amount of money which would be required for the ensuing year for school purposes, exclusive of the public moneys, specifying the several purposes for which it would be required, and the amount for each. This report and statement, it appears, had been prepared for and were presented and read at said annual meeting and acted upon.

Under the provisions contained in section 7, article 1, title 8, of the Consolidated School Law of 1894, as amended by section 13, chapter 264, Laws of 1894, it is enacted that boards of education shall, at their annual meeting, elect one of their number president.

In every union free school district, other than those whose limits correspond to those of an incorporated village or city, the qualified voters shall elect a clerk of said district, who shall also act as clerk of the board of education of such district. Said board of education shall have power to appoint one of the taxable inhabitants of their district treasurer and fix his compensation, and another (i. e., taxable inhabitant of the district) collector of the moneys to be raised within the same for school purposes, who shall severally hold such appointments during the pleasure of the board. Notwithstanding the plain provisions of the school law, that said board of education of said district, in the appointment of treasurer and collector, should appoint a taxable inhabitant as treasurer, and another taxable inhabitant as collector, showing clearly that one taxable inhabitant could not lawfully be appointed both treasurer and collector, said board, at its annual meeting, held on August 11, 1896, appointed or attempted to appoint Moses F. Nelson as treasurer and collector. And what is more surprising is, that said board appointed as such treasurer and collector said Nelson, who was then the district clerk of the district and thereby clerk of the board. The duties of Nelson as clerk of the district and of the board are incompatible with the duties of treasurer and collector, or treasurer or collector, even if the school law did not prohibit said board from appointing the same person as treasurer and collector; and the school law and the decisions of this Department are that no person can hold more than one school district office, at one and the same time. The appointment by said board of said Nelson as treasurer and collector was and is clearly illegal and void.

It appears that on or about September 5, 1896, said board of education delivered the tax-list made by it, with its warrant, to said Nelson, as collector. As said Nelson could not legally hold the office of collector or legally collect the tax contained in said tax-list, it is the duty of said board to recall such tax-list and warrant from the hands of said Nelson.

The appeal herein is sustained as to so much thereof as is taken from the appointment by said board of education of said Nelson as treasurer and collector of said district, and the delivery to said Nelson by the said board of the tax-list and warrant made and issued by it; and as to all other matters it is dismissed.

It is ordered, That all proceedings had and taken at the annual school meeting held in said district on August 4, 1896, in relation

to the motion to adjourn said meeting to August 31, 1896, at 8 o'clock p. m., including the declaration of the chairman, Calvin Huse, that said motion was adopted and said meeting adjourned, be, and the same are, and each of them is, vacated and set aside.

It is further ordered, That all proceedings had and taken at the meeting held in said district on August 31, 1896, and September 14, 1896, be, and the same are, and each of them is, vacated and set aside as illegal and void.

It is further ordered, That all proceedings had and taken by the said board of education of said district at its annual meeting held on August 11, 1896, in the election or appointment of Moses F. Nelson as treasurer and collector of said district be, and the same are, and each of them is, vacated and set aside as illegal and void.

It is further ordered, That the said board of education of said district forthwith recall from the hands of said Moses F. Nelson the tax-list and warrant issued by said board and delivered to said Nelson on or about September 5, 1896.

No. 4516

**In the Matter of the Appeal of FAYETTE B. DURANT AND OTHERS
v. Board of Education of West Troy School District.**

It is the policy of the school law that each of the school districts of the State should become the owner of a schoolhouse or houses or school building or buildings, either by purchase or by building, upon a suitable site or sites; and where power is given to lease a room or rooms, it is only for a limited time to provide for an emergency. When in a school district, abundantly able to provide by construction or purchase, sufficient rooms and buildings for the proper accommodation of the pupils, the school authorities hire rooms in a parochial school building in which to maintain a public school, with the right of the control of such rooms only during the school hours of each day, and consenting and giving to the lessors complete control of the rooms at all other times; and such lease is continued beyond the period of emergency contemplated by the statute, such hiring is without legal authority on their part. Where the teachers in the public school, who are members of any religious sect or order, wear the distinctive garb or dress of such order, it is the duty of the school authorities to require such teachers to discontinue, while in the public school rooms and in the performance of their duties as teachers therein, the wearing of such dress or garb.

Ward & Cameron, attorneys for appellants.

James F. Tracey, attorney for respondents.

The appellants in the above-entitled matter, Messrs. Durant, Ross, Covert, and Hilton, as residents and qualified voters in the West Troy school district, appeal from the action of the board of education of the West Troy school district, consisting of Messrs.

Van Vranken, Phelps, Sabin, Mace, Neason, McKeever, McLeese and Ball, in leasing for school purposes rooms in a building known as "St. Bridget's Parochial School," the property of St. Bridget's Roman Catholic Church, during school hours only, and at the nominal rate of \$1 per month, the church authorities to furnish fuel, pay the fireman and janitor, and maintain therein a school of said district, and to employ eight persons as teachers in such school, all of whom are members of the Roman Catholic Church, and six of whom are of the class known as "Sisters," residing in St. Joseph's Convent. These Sisters dress in a garb peculiar to their religious sect or order, and are usually addressed in school by the names assumed by them in the religious order of which they are members, prefixed by the term "Sister."

The appellants allege that by reason of the action of said board of education, the school is wholly or partly under the control or direction of a religious sectarian denomination; that denominational doctrines, or tenets, are taught therein, and that by the reason of the sectarian character of the school many parents residing within the district object to sending their children thereto.

The appellants ask that the action of the board of education in leasing said school rooms be annulled and set aside; that the contracts with the teachers be annulled and set aside, and that the board of education be instructed to provide a suitable building or rooms for school purposes, if the public school buildings now owned by the district are inadequate, and to employ duly qualified teachers to teach the school, irrespective of any religious denomination, order or sect, to which they belong, and that the teachers be prohibited from teaching any denominational doctrines or tenets in the school, and for such other or further relief as may be proper in the premises.

The members of said board of education, with the exception of Mr. Ball, have joined in an answer to the appeal, in which they give their statements as to the leasing of the rooms, the contracts with the teachers, and the charges of sectarian influences, with denials, either upon information and belief, or positively, of certain allegations in the appeal.

Mr. Ball, in an affidavit made by him and annexed to the answer, alleges that he has read the answer, and that he concurs in the statement of facts as to all past transactions of the board contained therein, but is unable to concur in the conclusions thereof, as to sectarian influences, and for that reason refuses to sign or verify the answer.

To the answer of the respondents the appellants have filed a reply containing statements controverting certain allegations in the answer, and stating certain matters relative to the establishment of Union Free School District No. 1 in West Troy, all of

which occurred prior to the election of the respondents as members of said board of education, and are not relevant to the action of the board complained of in the appeal.

It is contended by the appellants in the reply, in substance, that the public school buildings in the district are of sufficient capacity to accommodate the scholars attending school, provided they are put in proper condition to receive pupils applying for admission, and such pupils not residing in the First ward are required to attend the schools in those portions of the district in which they reside.

Annexed to the reply are the affidavits of twenty-five persons, residents of said West Troy school district, who are the parents of, or stand in parental relations to, in the aggregate, fifty-two children of school age, in which they severally allege that, while they have no personal knowledge of religious doctrines being actually taught as part of the studies in the school maintained in St. Bridget's Parochial School building, the sectarian character of the school is so well known and denominational influences in the school are so great that they are unwilling to submit their children to such influences while attending school, and for that reason would not allow their children to attend the school.

A rejoinder to the reply has been filed, in which all of the members of the board of education join, excepting Mr. Ball, who, in his affidavit annexed to the rejoinder, states that he prefers not to sign the same for the same reasons substantially as stated in his affidavit annexed to the answer, and for the further reason that he believes the capacity of the public school buildings in the First ward is conservatively stated in the reply of the appellants. Mr. Ball, one of the members of the board of education, has filed a separate affidavit relative to the capacity of said public school buildings.

The following facts are admitted:

That by chapter 881 of the Laws of 1895 the territory embraced in what, on February 1, 1895, constituted Union Free School District No. 1, and school districts numbers two, nine and twenty of the town of Watervliet, and that portion of school district No. 22, town of Watervliet, lying west of the track of the main line of the Delaware and Hudson Canal Company's Railroad was, from and after the organization of the Board of Education provided for in said chapter, consolidated into one school district to be known as the "West Troy school district."

That the public schools of said West Troy school district shall be under the exclusive charge of eight school commissioners to be chosen as in said chapter provided, who were constituted a body corporate under the name of "The Board of Education of the West Troy School District."

That on the first Tuesday of August, 1895, at an election to be held in the aforesaid districts, eight school commissioners were to be elected or appointed as in such chapter provided, and at such election Messrs. Van Vranken, Phelps, Sabin, Mace, Neason, McKeever, McLeese and Ball were elected as the board of education of the district, and are acting as such.

That said board has power to appoint a superintendent of schools; to raise by tax such sums as it may determine necessary and proper (not, however, more than two and one-half times the amount of school moneys apportioned to the district or the consolidated districts composing said district for the previous year, except as thereafter provided), for the purposes, among others, to purchase, lease or improve sites for school purposes; to build, purchase, lease, alter and repair schoolhouses, out-houses and appurtenances; but the board, whenever in its judgment a greater sum will be required in any one year for such purposes than it is authorized to raise, as hereinbefore stated, is authorized to call a special meeting of the qualified voters of the district to consider the proposition to raise such additional sum.

That said board has the power and it is its duty to organize, establish and maintain such and so many schools in said school district, including the common schools now existing therein, as it shall deem requisite and expedient, and to alter and discontinue the same; to purchase and hire schoolhouses and rooms, lots or sites for schoolhouses, and to fence and improve them; upon the lots and sites owned by the board of education, to build, enlarge, alter, improve and repair schoolhouses, outhouses and appurtenances as it may deem expedient; to have the custody and safe-keeping of the schoolhouse and all the school property belonging to the district, and to see that the regulations of the board in relation thereto be observed; to contract with and employ all teachers in the schools and for sufficient cause to remove them; to have in all respects the superintendence, supervision and management of the schools in the district; * * * from time to time to adopt, alter, modify and repeal, as it may deem expedient, rules and regulations for the organization, government and instruction of the schools, and for the reception of pupils and their transfer from one class to another or from one school to another, and generally for their good order, prosperity and utility. By said chapter 881 it is further enacted that nothing therein shall be construed to limit, restrain or annul the powers of the State Superintendent of Public Instruction; that in all matters of dispute which shall be referred to him by appeal and which shall arise under and by virtue of such act or under and by virtue of any other act which is now or shall hereafter be applicable to the

schools, school officers or school property of or in said district, his decisions or orders shall be final and binding.

That on the first Tuesday of August, 1895, upon a parcel of land situate in the First ward of West Troy, and in former Union Free School District No. 1, and within said West Troy school district, which land is bounded on the north by an alley, on the east by Fourth avenue, on the south by Seventh street and on the west by Fifth avenue, there were three buildings — one known as St. Joseph's Convent, one as St. Bridget's Roman Catholic Church, and the third as St. Bridget's Parochial School. That said third building was erected in or about the year 1886, and is owned by the St. Bridget's Roman Catholic Church, having over the front entrance on Fifth avenue a tablet with the inscription "St. Bridget's Parochial School," and the building is surmounted by a large gilt cross similar to the one on St. Bridget's Church. That after the completion of this building the officers of St. Bridget's Roman Catholic Church conducted a parochial school therein, and during the school year of 1894-95 the board of education of former Union Free School District No. 1 leased certain rooms in the building in which a portion of the schools of the district were maintained.

That at a meeting of the board of education of said West Troy school district, held on August 10, 1895, an offer in writing was received from the trustees of St. Bridget's Roman Catholic Church to lease for one year to the West Troy school district the school rooms in the building at the corner of Fifth avenue and Seventh street (St. Bridget's Parochial School building), the board to have control of all school rooms during school hours; the said church officers to furnish fuel and pay the fireman and janitor; and the consideration to be paid being one dollar per month. That the board of education, at this meeting, unanimously adopted a resolution accepting the offer. That thereupon at the opening of the schools of the district by the board for the school year of 1895-96, the rooms in said building so leased were occupied and used during the school hours of each school day in which the schools have been in session therein for schools conducted by the teachers employed by the board. That no religious emblems are displayed in the school rooms.

That at a meeting of the board of education held on August 19, 1895, a resolution was adopted for the employment of eight teachers in the school to be conducted in the rooms so leased, and such teachers designated, all of whom were members of the Roman Catholic Church, and six of whom resided in St. Joseph's Convent, and were members of a religious order or sisterhood of said church, viz.: Catherine Walsh, known as Sister Leonie; Anna G. Conway, known as Sister Gertrude; Kate Rice, known

as Sister Ludwina; Victoria Melinda, known as Sister Adelaide; Hannah Keefe, known as Sister Ignatia; Jennie Higgins, known as Sister Dechautal.

That on August 31, 1895, each of the six teachers named received a contract, partly printed and partly written, dated that day, addressed to each, respectively, by name at St. Joseph's Convent, stating that at a meeting of the board, held August 19, 1895, she was appointed a teacher in the first district for the probationary term of one year, at a salary therein named, and stating further the manner in which the payment thereof would be made, and providing as to payment in the event of a resignation by her for sickness or any other good cause; and containing a statement that it was to be distinctly understood that the appointment was for one year only, and her further retention was wholly within the discrimination of the board, and which contract was signed by the president of the board and the superintendent of schools; that upon each of the contracts was the following form of acceptance: "To the Board of Education, West Troy, N. Y.: I hereby accept the employment mentioned in the foregoing contract upon the terms stated therein, dated August 31, 1895;" and which acceptance was duly signed by each of the six persons respectively on the contract addressed to her.

That the six persons named under these contracts entered upon their employment as teachers in the school conducted in the leased rooms, and at the date of the submission of this appeal were still performing the duties of teachers therein under the direction of the board of education and under the rules and regulations adopted by the board. That each of the six persons, during the school hours of each school day, in the performance of her duties as such teacher, respectively, was dressed in the particular garb of the religious order or sisterhood of which they are respectively members.

The following facts are established:

That in August, 1895, each of the six persons so employed as teachers in the schools in the West Troy school district was duly qualified to teach in the public schools of this State under the provisions of the school law prescribing the qualifications necessary to be possessed by persons to qualify them to teach in the schools of this State.

That during the school hours in which the school conducted in said leased rooms has been held no prayers have been said and no religious exercises have been held, nor any denominational tenets or doctrine taught, either orally or by the use of books.

That the West Troy school district has a superintendent of the schools therein, duly elected, pursuant to the provisions of chapter 881 of the Laws of 1895.

That it is the belief of a large number of the residents of that part of the West Troy school district known as the First ward that, by reason of the leasing of rooms in St. Bridget's Parochial School building for school hours only, and conducting a school therein, and the employment of eight teachers, all of whom are members of the Roman Catholic Church, and of whom six are members of a religious order or sisterhood of said church, and who wear the distinctive garb of their order, that denominational tenets or doctrines are taught in the school, and hence a large number of children are not permitted by their parents or guardians to attend thereat.

The first question presented by the appeal herein for my consideration and decision is in relation to the action of the respondents herein in the leasing of certain rooms in St. Bridget's Parochial School building during the school hours of each school day only, and maintaining a school therein.

The respondents state as grounds for such leasing: that the public school buildings in the West Troy school district do not furnish adequate accommodations for the children of school age residing therein, or for such children enrolled therein, or for the average number of children attending the schools; that more school rooms were needed, and the offer to lease the rooms seemed in the interest of the district; that the board of education of Union Free School District No. 1 (a part of the present West Troy school district) had, for the ten years prior, leased the same rooms; that no other suitable building in the First ward could be leased, and to build and furnish a new school building would cost the district many thousand dollars; that they believe that they and their predecessors in Union Free School District No. 1 have saved the taxpayers of West Troy great sums of money by annually renewing the lease; that there were two school buildings owned by the district within four blocks of the St. Bridget building, so that no scholar was without a choice of schools; that they have express authority to hire schoolhouses and rooms by subdivision 2 of section 21 of chapter 881 of the Laws of 1895, and cite decision No. 3520 of Superintendent Draper, in the matter of St. Raphael's Church, decided March 24, 1887.

No proofs have been presented to me herein of the number of children of school age residing in the school district, nor the number registered in the schools therein respectively, nor of the average attendance at the schools respectively; nor as to the number of school buildings the property of the district, and the seating capacity of each building; nor whether said buildings or any of them would properly accommodate more children than now attend school therein if additional seats and desks were provided.

No proof has been presented herein as to the aggregate assessed valuation of the district upon which taxes for school purposes could be assessed.

The appellants herein, in their reply, annex thereto a map showing two school buildings in Ward One on Sixth street, one school building in Ward Two on Fourteenth street, one school building in Ward Three, near Sixteenth street, and one school building in Ward Four, near Fourth avenue. An affidavit of Mr. Ball, one of the respondents, alleges that he has personally inspected and investigated as to the capacity of the public school buildings of said district in the Fourth ward, and that the floor space of the buildings is sufficient for 394 scholars without more crowding than in the other public school buildings in the district; that in the larger building with four rooms, with a capacity of 60 scholars in each room, one room had 13 scholars enrolled, one 18, one 45 and one 36, aggregating only 112, with a capacity for 240. The brief for the appellants states that in these two buildings, with a capacity for 394, but 250 children are enrolled. The respondents allege in their answer that the daily attendance for the past two years in the school in the St. Bridget's School building was 351. The appellants allege that of the number attending the school, 150 should properly be required to attend at the other school buildings in the district.

From the statements contained in the papers herein it is not clearly established that the public school buildings, the property of the school district, if put in proper condition in August, 1895, were not sufficient to accommodate all the children attending school in the district.

It has been uniformly the policy of this Department to call the attention of the inhabitants of school districts, and the trustees and boards of education therein, to the condition and improvement of schoolhouses and grounds, to the end that the comfort and health of the pupils attending may be promoted, and the best educational interests secured. It is the policy of the school law and of this Department that each of the school districts of the State should become the owner of a schoolhouse or school building, either by purchase or by building, upon a suitable site or sites.

The school law provides that in the levying of taxes for the construction of schoolhouses such taxes may be collected in installments, extending several years, and thus obviate any heavy burden upon the taxpayers of such districts. By section 26 of the law creating the West Troy school district it is enacted that in case a tax shall be voted to erect a suitable building for an academy or high school the same may be raised in installments, the amounts of which and the times of payment of which to be

left optional with the board of education; and it is further enacted that the provisions of said section shall extend to all amounts required for building schoolhouses where the estimated cost exceeds \$3,000.

It was the duty of the respondents herein, admitting for the purposes of argument that when they entered upon their duties in August, 1895, there were not sufficient public school buildings in the district to accommodate all the children desiring to attend school therein, to have taken into consideration the erection of a new school building, and the submission of the question of such construction and the voting of a tax therefor, to a meeting of the qualified voters of said district. Instead of taking such action they entered into a lease with the trustees of St. Bridget's Roman Catholic Church for certain rooms in the parochial school building owned by the church, alleging as a reason for such leasing that the building and furnishing of a new school building would cost the district many thousand dollars; that the board of education of Union Free School District No. 1 had for several years previously hired the rooms, and that the respondents believed that they and the former lessees thereof saved the taxpayers of West Troy great sums of money.

Care in the expenditures made by the authorities of school districts, to relieve the burden of taxation, is commendable when reasonably exercised, and when it does not result unfavorably to the best educational interests of the district; but when the money saved to the districts is obtained solely by the occupation of leased property for school purposes, thereby postponing the construction of needed school buildings, or necessary additions to school buildings then existing, it can not be claimed in good faith that the result is in any sense really of benefit to the districts.

If the West Troy school district is financially weak, such action might be deemed excusable; but this is not the fact.

From the reports in this Department made by the school commissioner of the third commissioner district of Albany county, I find that on July 31, 1895, the aggregate assessed valuation of taxable property in Union Free School District No. 1 was \$1,185,501; that by the reports of 1894, on July 31, 1894, the aggregate assessed valuation of taxable property in school district No. 2, town of Watervliet, was \$733,682; that of school district No. 9, of Watervliet, was \$867,736; that of school district No. 20, of Watervliet, was \$1,013,010.

Under chapter 881, Laws of 1895, the territory which on February 1, 1895, constituted Union Free School District No. 1, and districts Nos. 2, 9 and 20, and part of No. 22, of Watervliet, were consolidated into the West Troy school district, and in August,

1895, in the West Troy school district there was an aggregate assessed valuation of taxable property therein of \$4,000,000. A tax of half a mill upon a dollar (a low rate for a school tax), would produce the sum of \$20,000. The West Troy school district, by the apportionment made in March, 1896, of the public school money to the district so constituted, received from the State between \$5,500 and \$6,000.

The respondents claim that under the provisions of chapter 881, Laws of 1895, they had and have had the power to hire schoolhouses and rooms. It is true they had and have that power, and such grant or power is given, in like language, to the trustees of the common and union free school districts by the general school law of the State; but such provisions have never been held to authorize school authorities to lease rooms except to temporarily supply the lack of schoolhouses and rooms in buildings the property of the district, or during a time when the district does not own sufficient school accommodations, and pending action on the part of the school authorities or the inhabitants of the district to supply such deficiency.

Admitting for the purpose of argument that the respondents had lawful authority to hire rooms in which to conduct a public school in the district, they had no legal authority to hire the schoolrooms in St. Bridget's Parochial School building or elsewhere for the term of one year, with the right of control of the rooms during the school hours only of each day in which a school, under the direction of the respondents, should be held during the year; they consenting and giving to the lessors complete control of the rooms at all other times except during school hours.

Under the lease entered into between the respondents and the trustees of St. Bridget's Roman Catholic Church, the trustees thereof retained the use, custody and control of the leased rooms for and during the term of time mentioned except between the hours of 9 o'clock in the forenoon and 4 o'clock in the afternoon of each day in which the school conducted under the direction of the respondents should be in session. The lessors had the right to use the rooms for any purpose they desired during all the time on every day and night of the year, except the school hours during the school days on which the school was in session. The respondents had no control of the janitor of the building, the fires and lights therein, nor of any school property or apparatus placed therein by the respondents for school purposes, nor of the books and property of the pupils attending such school which might be left in the rooms, as is customary to be left in public school buildings.

The decision of Superintendent Draper, in 1887, cited by the respondents, is not in point in this appeal for the reason that the lease taken by the board of education was of the St. Raphael's Catholic School building for a period of five years, and not of certain rooms in said building during school hours only.

I am clearly of the opinion that the action of the respondents in hiring the rooms upon the conditions demanded by the trustees of the church, and assented to by the respondents, was an unwise exercise of the power given to them in relation to the leasing; nor can I escape the conclusion that while no direct instruction of a religious character is, or has, so far as appears from the pleadings, been given in this school, nevertheless it is worthy of inquiry why the church authorities are willing to indefinitely contribute to the school authorities the use of this valuable property for a mere nominal consideration. Formerly the church authorities had maintained a separate denominational school therein.

It is entirely natural to suppose that those parents who now object to its present use, reason that such school, with its close proximity to the church building and convent, with the inscription over the doorway, the emblem surmounting the building and the teachers therein employed with their distinctive garb, furnish an object lesson at least, and all the surroundings of the school therein maintained tend to lead the mind of the child toward this particular religious denomination. This result is but natural, and I am convinced is quite in conflict with the trend of American sentiment towards public schools, and the school authorities should perform no acts in their official capacity tending to subject the schools under their charge to this criticism.

Since this appeal was presented the territory embraced within the village of West Troy has been incorporated into the city of Watervliet, but no provision was made in this legislative enactment for additional school facilities, nor has any provision been made for the ownership by the new city, so far as I am informed, of additional school facilities. If such neglect is to be considered as an indication that the present system of leasing — a system only intended to meet sudden emergencies — is to be continued indefinitely, I can not approve such a course, and the respondents herein must be directed to surrender said rooms and discontinue the public school maintained therein.

The second question presented by the appeal herein for my consideration and decision is, in relation to the action of the respondents in the employment as teachers in the school conducted in the St. Bridget's Parochial School building of the six persons, members of a sisterhood or order of the Roman Catholic Church, and the wearing by them during school hours of the par-

ticular dress or garb of such order. The appellants allege that these six persons, with others of their order, in their examination under the rules of uniform examinations for commissioners' certificates, established by the State Superintendent of Public Instruction, occupied a separate room apart from other persons taking such examinations; that such persons have not attended at the teachers' institutes held in the school commissioner district in which the school is situate; that it is contrary to the rules and regulations of the religious order of which such persons are members for them to attend mixed gatherings, such as public examinations and teachers' institutes.

The appellants have failed to establish by proof these allegations or any of them.

It appears that the examination referred to by the appellants was conducted by School Commissioner Main, assisted by Examination Clerk Mr. Finegan, of this Department, and several other examiners from this Department, in accordance with the rules established; that the six persons, with others, attended thereat and complied with the rules; that the six persons, with the others attending, were distributed in three rooms, and were under the direction and subject to the supervision of the examiners at all times during such examination; that the answer papers of all those examined were forwarded to this Department for examination, marking and filing, and that upon such examination, etc., it was found that these six persons were qualified, and each received the proper certificate of qualification, and each became, under the school law, a qualified teacher in the common schools of this State of the grade and for the term of time in the certificates respectively stated.

As to the allegation that these persons have not attended at a teachers' institute, it appears that the West Troy school district has a population of more than 5,000 and employs a superintendent of schools, and it is therefore optional with the board of education as to whether or not it will close the schools in the district during the time a teachers' institute shall be in session; that it is not shown that the schools were closed during any session of a teachers' institute in the school commissioner district in which the West Troy school district is situated.

The appellants also allege that the six teachers, members of a religious order or sisterhood, were usually addressed in school hours by the scholars, not by their family names, but by the names assumed by them in the religious order, prefixed by the term "Sister." The appellants have failed to sustain this allegation by proof.

The allegation that these six teachers, members of a sisterhood or order of the Roman Catholic Church, have worn, and continue

to wear, during school hours the particular dress or garb of the order, is admitted by the respondents.

It is also established that at the meeting of the respondents, on August 19, 1895, when a resolution was adopted to employ these six persons as teachers, it was stated that they would wear such dress or garb while teaching.

There is no statutory law in this State which prescribes that any particular dress or garb shall be worn by the teachers in the public schools in this State during school hours, nor which prohibits the wearing by them of any particular dress or garb during school hours; neither is there any decision of any court of this State upon the matter. Therefore, the questions to be determined are whether such practice shall be discontinued as a matter of school polity; and what the effect of the recent amendment of the Constitution is upon such practice.

In the appeal of *Leander Colt v. The Board of Education of Union Free School No. 7, Village of Suspension Bridge, Town of Niagara, County of Niagara*, taken to State Superintendent Draper in 1887, it was established that the board of education on February 1, 1886, hired of St. Raphael's (Roman Catholic) Church, by a written lease, a building owned by it for the term of five years at a nominal consideration, and established a school therein under the board, and employed in the school three duly qualified and licensed teachers, who were members of the Order of St. Joseph, of the Roman Catholic Church; that the teachers wore in the schoolroom, and at all times in common with all of the members of said order, a particular dress or garb; that such teachers were commonly known to the world, and were uniformly addressed by their pupils by their Christian names, with the prefix of "Sister," as "Sister Martha," etc.; that there were no religious ceremonies or exercises held in the school during school hours. Superintendent Draper in his decision, No. 3520, made on March 24, 1887, held that:

"The wearing of an unusual garb, worn exclusively by members of one religious sect and for the purpose of indicating membership in that sect by the teachers in a public school, constituted a sectarian influence, which ought not to be persisted in. The same may be said of the pupils addressing the teachers as 'Sister Mary,' 'Sister Martha,' etc. The conclusion is irresistible that these things may constitute a much stronger sectarian or denominational influence over the minds of children than the repetition of the Lord's prayer or the reading of the Scriptures at the opening of the schools, and yet these things have been prohibited whenever objection has been offered by the rulings of this Department from the earliest days, because of the purpose enshrined in the hearts of the people and embedded in the fundamental law of the

State, that the public school system shall be kept altogether free from matters not essential to its primary purpose and dangerous to its harmony and efficiency."

Superintendent Draper directed the board of education to require that the teachers should discontinue the use, in the school-room, of the distinguishing dress of the religious order to which they belonged, and to cause the pupils to address such teachers by their family names with the prefix "Miss," as teachers are ordinarily addressed. It does not appear that this decision has been modified or vacated by Superintendent Draper or modified or disapproved by his successors in the office of State Superintendent of Public Instruction.

The respondents herein cite the decision of the Supreme Court of the State of Pennsylvania in the case of John Hysong et al. v. Gallatzin Borough School District et al., decided in the October term, 1894, 164 Penn. State Reports, pp. 629, etc.

From an examination of the case it appears that a bill in equity was filed in the Common Pleas of Cambria county to restrain the school directors of Gallatzin borough from permitting sectarian teaching in the common schools of the borough, and from employing as teachers sisters or members of the order of St. Joseph, a religious society of the Roman Catholic Church. It was alleged in the bill that the "Sisters," while teaching in the public schools wore the garb, insignia and emblems of their order, and that they used the garb, etc., in such manner as to impart to the children under their instruction certain religious and sectarian lessons and ideas peculiar to the Roman Catholic Church. The Court of Common Pleas found as a fact that there was no evidence of any religious instruction or religious exercises of any character whatever during school hours. The fact being admitted that such "Sisters," as teachers, wore, while teaching, the habit or garb of their order, the judge said:

"We conclude, as to this branch of the case that, in the absence of proof that religious sectarian instruction was imparted by them during school hours, or religious sectarian exercises engaged in, we can not restrain by injunction members of the order of Sisters of St. Joseph from teaching in the public schools in the garb of their order, nor the school directors from employing or permitting them to act in that capacity."

An appeal was taken from the decision of the Common Pleas to the Supreme Court, the main assignment of error being that, "the court erred in finding that the employment of the Sisters of St. Joseph as teachers in the public schools, and their acting as such while wearing the distinctive sectarian garb, crucifixes, and rosaries of their order and sect, could not be enjoined."

The Supreme Court affirmed the decree of the court below and dismissed the appeal. The opinion was written by Justice Dean and Justice Williams wrote a dissenting opinion. The decision of the court appears to be made upon the ground that the school directors of Gallatzin, in the absence of any special provisions of law upon the subject, had the discretion to employ the sisters as teachers in the school and to permit them to wear, while teaching, the distinctive dress or garb of the religious order of which they were members, and that the court had no power to revise the exercise of such discretion.

Justice Dean, in his opinion, said: "In thus expressing our full accord with the learned president, judge of the court below, we intimate no opinion as to the wisdom or unwisdom of the action of the school board in selecting six Catholic school teachers, members of an exclusively religious order. In this matter was involved, solely, the exercise of discretion by the school board in the performance of an official duty, for which they alone are responsible. This discretion, when it does not transgress the law, is not reviewable by this or any other court. When a teacher of good moral character applies for a school, and presents a certificate of qualification as to scholarship and aptness to teach, that is the end of judicial inquiry into the action of the board in appointment, because the law makes no further inquisition up to this point. * * * We can not infer, from the mere fact that a school board composed of Catholics has selected a majority of Catholics as teachers that, therefore, it has unlawfully discriminated in favor of Catholics; because the selection of Catholic teachers is not a violation of law, or, which is the same thing, is not an abuse of discretion. Unless this be the case, no court has power to revise the exercise of this discretion, for the very sufficient reason that the law has not made the court school directors, while it has devolved on six citizens of Gallatzin borough the duties of that office."

Upon the contention that such teachers, wearing such distinctive dress while teaching in the school, should be enjoined from wearing it, the court declined to decide, as a matter of law, that it is sectarian teaching for a devout woman to appear in a school-room in a dress peculiar to a religious organization of a Christian church and, as Judge Dean said, "We decline to do so; the law does not so say."

Justice Williams, who dissented from his associates on one point, viz., the wearing of a distinctive garb while teaching, said: "Clergymen sometimes wear on the street a coat or hat that affords some evidence of their profession, but they do not appear in churchly robes when about their daily work, or in any garb that points out the church to which they belong, or the creed to

which they adhere; but these six teachers in Gallatzin do just that. They wear, and must wear at all times, a prescribed, unchangeable ecclesiastical dress, which was plainly intended to proclaim their nonsecular and religious character, their particular church and order, and their separation from the world. They come into the school not as common school teachers, or as civilians, but as the representatives of a particular order, in a particular church, whose lives have been dedicated to religious work under the direction of that church. Now, the point of the objection is not that their religion disqualifies them. It does not. Nor is it thought that church membership disqualifies them. It does not. It is not that holding an ecclesiastical office or position disqualifies, for it does not. It is the introduction into the schools as teachers of persons who are, by their striking and distinctive ecclesiastical robes, necessarily and constantly asserting their membership in a particular church, and in a religious order within that church, and the subjection of their lives to the direction and control of its officers."

It appears that at the first session of the Legislature of the State of Pennsylvania, held after the decision of the Supreme Court in *Hysong et al.*, above referred to, an act was passed, which became a law, prohibiting any teacher in any public school of the State from wearing any dress or garb peculiar to or distinctive of any religious denomination, sect or society. So long as such law is operative so much of the decision in the case of *Hysong et al.* as holds that school directors in the public schools in that State may permit teachers employed by them to wear, while teaching, the garb of any religious denomination, order, sect or society, is of no force or effect.

The passage of the act by the Legislature of the State of Pennsylvania prohibiting any teacher in any public school in that State from wearing any dress or garb peculiar to or distinctive of any religious denomination, order, sect or society, is indicative of the intention of the people of that State to restrain the directors of the public schools therein from permitting in their schools anything that would create the impression or belief on the part of the patrons of such schools that even indirectly the schools are under the control or direction of any religious denomination, or in which any denominational tenet or doctrine is taught.

It has been the policy of this Department, when the matter has been brought to its attention and its action invoked, as in the case of the *Colt* appeal decided by Superintendent Draper, that when the wearing by teachers in the public schools of this State of any dress or garb peculiar to or distinctive of any religious denomination, order, sect or society, creates the impression or belief on the part of the patrons of the school that the school was

under the control or direction of any religious denomination, or in which any denominational tenet or doctrine was taught; or when by reason of said distinctive garb being so worn contentions and dissensions have arisen among the inhabitants of a school district, threatening the harmony therein and the efficiency of the school, and antagonistic to the best educational interests therein, to advise that the wearing of such distinctive garb should be discontinued.

By section 4 of article 9 of the Constitution of the State, it is enacted: "Neither the State nor any subdivision thereof shall use its property or credit or any public money, or authorize or permit either to be used, directly or indirectly, in aid or maintenance, other than for examination or inspection, of any school or institution of learning wholly or in part under the control or direction of any religious denomination, or in which any denominational tenet or doctrine is taught."

This amendment to the organic law of the State has but recently been adopted by an overwhelming majority. It indicates very clearly an unmistakable and earnest desire on the part of our citizens to permanently establish and maintain a public school system that shall be entirely non-sectarian. That this is the trend of public opinion, both in this country and in the neighboring provinces on the western continent, is manifest. With this spirit I am heartily in accord. The public school system has achieved its greatest measure of success where this has been insisted upon. It is my duty, as it is the duty of the school authorities of the public schools in the several districts of the State, to see that the provisions of the Constitution above cited are neither directly or indirectly violated.

I take great pleasure in stating that the clergy and laity of the Roman Catholic Church have given to this Department their earnest support and aid in the enforcement of the Compulsory Education Law, as well as every other act relating to the public school system of the State.

The appellants ask that the contracts with the six teachers herein referred to be annulled and set aside. This I have no power to do. These teachers are duly qualified teachers within the provisions of the school law, and having been duly employed by the respondents herein, can not be dismissed during their term of employment without sufficient cause, and no sufficient cause has been shown. Nevertheless, upon this branch of the case I desire to express my disapprobation of the custom of their dressing, while in the performance of their duties, in the garb peculiar to and indicative of the particular sect or order of which they are members. Such dress or garb taken in connection with the location, surroundings and distinguishing characteristics of the build-

ing leased by the school authorities and in which they are employed, is a constant and hourly reminder to the pupils under their charge of the existence of one particular religious denomination or sect, and this public declaration under all the circumstances is such an object lesson to the susceptible mind of the pupils under their charge that it comes dangerously near the line of prohibition laid down in the Constitution as herein quoted.

The proofs herein show that it is considered such by the parents of upwards of fifty of the pupils who would otherwise attend this school. They are the people whose interests are to be conserved by this particular school. The objections herein urged against such influences would, of course, apply to like public declaration of religious preference or belief on the part of teachers connected with any other denomination. The fact that but few, if any, of the many sects or denominations insist upon members of their order dressing upon all occasions in a distinctive garb adds force to the objection as it presents itself to my mind. I therefore concur in the opinion of my predecessor in office, viz., that the teachers in the public schools of the State ought not to wear the distinctive garb of any religious denomination, order, sect or society, but dress in the usual costume worn by men and women generally; and that any other costume or usage is inimical to the best educational interests of the locality and should be discontinued by direction of the local school authorities whose duty it is to so administer the trusts reposed in them as bring about the very best results with the least irritation, and in harmony with the spirit of the section of the organic law herein quoted.

The school best does this which avoids any reference directly or indirectly to any particular denomination, sect or order, both in the construction of the buildings used for school purposes and in the dress worn by the teachers employed therein. To those not satisfied with this complete and absolute severance of secular and religious instructions, the private school is open.

If we ask ourselves in what particulars this school differs from the usual parochial school as formerly maintained therein, before the adoption of the constitutional amendment herein quoted, what reply shall we make? By the nature of the lease, by the wearing of distinctive garb, by the emblem surmounting the building, by the inscription over the doorway, by the practical result that only the children of one particular faith attend this school, the conclusion is irresistible that the State, to all external intents and purposes, is maintaining a sectarian school therein at public expense. It was clearly the intent of this amendment to the organic law that this practice should be prohibited.

The delay in rendering a decision in this appeal was primarily caused by the hope and expectation that in the legislative enact-

ment incorporating the city of Watervliet and providing for the school system thereof, such legislation would determine the questions raised in this appeal. No provision has, however, been made for school facilities to be owned by the city, and to take the place of those secured by such lease.

The contracts made by the respondents herein both in respect to leasing said building and the employment of the teachers engaged therein from which the appeal herein is taken, having expired at the termination of the school year 1895-6, this decision can not be operative except as a determination of the principles involved, and to that extent this decision will be valuable only as indicating the policy to be pursued by school authorities.

A new appeal to reach the result here indicated as the policy to be pursued by local school authorities ought not to be necessary.

I decide, That the action of the respondents herein, in hiring the rooms in St. Bridget's Parochial School building, in which to conduct a public school, with the right of the control of the rooms during the school hours only of each day, in which a school under the direction of the respondents is maintained, and consenting and giving to the lessors complete control of the rooms at all times other than during school hours, and the continuation of such lease beyond the period of emergency contemplated by the statute, was without legal authority on the part of the respondents.

I also decide that it is the duty of the respondents to require the teachers employed by them to discontinue the use in the public school room of the distinguishing dress or garb of the religious order to which they belong.

EXHIBIT No. 4.

NORMAL SCHOOLS

1. LIST OF NORMAL SCHOOLS WITH NAMES OF PRINCIPALS,
PRESIDENTS OF LOCAL BOARDS, SECRETARIES AND TREASURERS.
2. REPORTS OF LOCAL BOARDS.
3. REGULATIONS CONCERNING ADMISSIONS TO NORMALS SCHOOLS.
4. STATISTICAL TABLES.
CHARTS BETWEEN pp. 266 and 267.
5. MEETINGS OF NORMAL SCHOOL PRINCIPALS—SECRETARY'S REPORT.
6. ENTRANCE EXAMINATION QUESTIONS.

I. LIST OF NORMAL SCHOOLS

WITH

Names of Principals and Officers of Local Boards

REVISED TO JANUARY 1, 1897

ALBANY

STATE NORMAL COLLEGE

President..... William J. Milne, Ph. D., LL. D.

Executive Committee

The State Superintendent of Public Instruction

Samuel B. Ward, M. D., Ph. D., Marcus T. Hun, A. M.,

Charles L. Pruyn, A. M., Wm. Bayard Van Rensselaer, A. M.

Secretary and Treasurer, Samuel B. Ward, M. D., Ph. D.

BROCKPORT

Principal..... Charles D. McLean, A. M., LL. B.

Secretary..... Daniel Holmes.

Treasurer..... John H. Kingsbury.

BUFFALO

Principal..... James M. Cassety, Ph. D.

President Local Board..... Hon. David F. Day.

Secretary and Treasurer..... Hon. Pascal P. Pratt.

CORTLAND

Principal..... Francis J. Cheney, A. M., Ph. D.

President Local Board..... Hon. William H. Clark.

Secretary..... John W. Suggett.

Treasurer..... Hon. Lawrence J. Fitzgerald.

FREDONIA

Principal..... Francis B. Palmer, Ph. D.

President Local Board..... Hon. Lorenzo Morris.

Secretary and Treasurer..... Hon. Louis McKinstry.

GENESEO

Principal John M. Milne, A. M., Ph. D.
President Local Board Hon. Solomon Hubbard.
Secretary William A. Brodie.
Treasurer Charles W. Fielder.

NEW PALTZ

Principal Frank S. Capen, A. M., Ph. D.
President Local Board Hon. Albert K. Smiley.
Secretary Solomon Deyo.
Treasurer Charles W. Deyo.

ONEONTA

Principal James M. Milne, A. M., Ph. D.
President Local Board William H. Morris.
Secretary Hon. Hartford Nelson.
Treasurer David Whipple.

OSWEGO

Principal Edward A. Sheldon, A. M., Ph. D.
President Local Board Gilbert Mollison.
Secretary John Dowdle.
Treasurer Theodore Irwin.

PLATTSBURGH

Principal Edward N. Jones, A. M.
President Local Board Hon. John B. Riley.
Secretary Hon. E. C. Baker.
Treasurer Hon. George S. Weed.

POTSDAM

Principal Thomas B. Stowell, A. M., Ph. D.
President Local Board Hon. Edwin A. Merritt, LL. D.
Secretary John G. McIntyre, A. M.
Treasurer George H. Sweet, A. M.

NORMAL SCHOOLS

2. REPORTS OF LOCAL BOARDS

STATE NORMAL COLLEGE

ALBANY

SEVENTH ANNUAL REPORT OF THE EXECUTIVE COMMITTEE OF THE
STATE NORMAL COLLEGE FOR THE YEAR ENDING JULY 31, 1896

To HON. CHARLES R. SKINNER, LL. D., *State Superintendent of
Public Instruction:*

Sir.—The executive committee of the State Normal College, in
accordance with the requirements of law, herewith submits its
seventh annual report:

EXECUTIVE COMMITTEE

No changes have occurred in the executive committee since the
previous report was submitted.

The committee is composed of the following persons: Hon.
Charles R. Skinner, LL. D., chairman, ex officio, Watertown;
Samuel B. Ward, M. D., Ph. D., secretary and treasurer, Albany;
Marcus T. Hun, A. M., Albany; Charles L. Pruyn, A. M., Albany;
William Bayard Van Rensselaer, A. M., Albany.

FACULTY

In June, 1896, Miss Ruth D. Sherrill, A. B., Pd. B., was elected
to the position of critic in the high school department. All the
members of the faculty employed last year are retained for the ensu-
ing year.

The faculty, as at present constituted, is as follows:

William J. Milne, Ph. D., LL. D., president, Philosophy of Edu-
cation and School Economy; Albert N. Husted, A. M., Mathe-
matics; William V. Jones, A. M., Ph. D., principal of high school

department (model school), German; Leonard Woods Richardson, A. M., Ancient Languages; Edward W. Wetmore, A. M., Natural Sciences; Samuel B. Belding, Vocal Music; Miss Kate Stoneman, Drawing; Miss Mary A. McClelland, English Grammar and History; Mrs. Margaret Sullivan Mooney, Elocution, Rhetoric and English Literature; Miss E. Helen Hannahs, A. M., Ph. D., Psychology and French; Miss Clara M. Russell, Elementary Methods and Criticism; Miss M. Harriet Bishop, Elementary Methods and Criticism; Miss Edith Bodley, secretary; James Robert White, Ph. B., Pd. B., principal of grammar department (model school); Miss Anna E. Pierce, principal of primary department (model school); Miss Ida M. Isdell, principal of the kindergarten; Miss Helen L. Sewell, assistant in the kindergarten; Miss Anna E. Husted, Pd. B., assistant in high school department; Miss Eliza D. Payntar, assistant in model school; Miss Aurelia Hyde, assistant in model school; Miss Ruth D. Sherrill, A. B., Pd. B., critic in high school department.

ATTENDANCE

The following tables record the attendance for the year. A noticeable and gratifying increase is reported notwithstanding the high standard of scholarship prescribed for admission.

The whole number of students during the year is as follows:

Normal department.	314
Model department.	442
Kindergarten department.	44
	<hr/>
Total.	800
	<hr/> <hr/>

The average number of students during the year has been as follows:

Normal department.	266
Model department.	401
Kindergarten department.	38
	<hr/>
Total.	705
	<hr/> <hr/>

The average age of students in the normal department at the time of entering was:

	Years
Males.	24
Females.	21.5
	<hr/> <hr/>

GRADUATES

The number of persons graduated during the year and the whole number graduated since the institution was established in 1844 are shown in the following statement.

The college has a record of the work done by the graduates for more than 50 years, and it is shown that almost every one has taught for a considerable time and that some have taught for 50 years:

	Males	Females	Total
Number graduated June, 1896.....	10	74	84
Total from origin of the college.....	1,225	2,854	4,079
	=====	=====	=====

GRADUATES, JUNE 19, 1896

Collegiate Course

Elizabeth W. Bump, Ph. B., Binghamton.	Charles P. Lillie, A. B., Gilbertsville.
Daniel S. Carpenter, A. B., Westport.	Lillian U. Moser, A. B., Syracuse.
Helen E. Gere, Ph. B., Belle Isle.	Evans S. Parker, A. B., Geneva.
Helen M. Hamilton, A. B., Greenwich.	William H. Perry, A. M., Buskirk's Bridge.
Alice D. Howes, A. B., Utica.	Mary A. Rice, A. B., Lawrence, Kansas.

Classical Course

Marian C. Chubbuck, Wellsville.	William F. Long, New Scotland.
Mary L. Cook, West Winfield.	Margaret B. Mann, Groveland.
Margaret G. Cox, Albany.	Susan E. McDonald, Johnstown.
Ruth E. Forrest, New Brighton.	Elizabeth D. Newman, Oswego.
Katherine L. Gomph, Pittsford.	Heleñ E. Pratt, Fairport.
Nettie M. Goulden, Troy.	Lewis K. Rockefeller, Valatie.
M. Edna Hayes, Herkimer.	Arrietta Snyder, Newburgh.
Louis R. Herzog, Albany.	Grace B. Stuart, East Albany.
Frances L. Leltzell, West Troy.	Elizabeth P. Sutliff, Cherry Valley.
Florence B. Lockwood, Port Jervis.	Anna O. Wood, North Urbana.

English Course

L. Louise Arthur, Schenectady.	Gertrude C. Morton, Marcellus.
Alice U. Babcock, New London.	Daisy Northrup, Jordanville.
Isabella Beggs, Callanans.	Laura Owen, Cohoes.
Evelyn M. Birch, Amsterdam.	Eliza Ann Powell, Oscawana.
Elnora F. Boland, Cambridge.	Bertha M. Reed, Cambridge.
Mary E. Boughton, Mariner Harbor.	Clara Selkirk, Selkirk.
M. Genevieve Crissey, Warwick.	Bertha Smith, Newburgh.
Mary C. N. Deane, Crown Point.	Mabel E. Tarr, Gloversville.
Jennie C. Hamilton, Newburgh.	Meta Toohey, Fishkill-on-Hudson.
Jennie P. Hanna, Rochester.	Cora G. Tripp, Cambridge.
Sarah J. Harper, Albany.	Minnie VanEssen, Albany.
Mary B. Heard, South Bristol.	Rose L. West, Waterville.
Martha M. Huggins, Rome.	A. Eva Weston, Oak's Corners.
Estelle Hunter, Newburgh.	A. Blanche Willard, Clinton.
Alice M. Kautz, Menands.	Florence E. Williams, Watertown.
Grace E. Mead, Stafford Springs, Conn.	N. Ella Wingate, Schenectady.
Margaret M. Morey, Troy.	C. Eugene Woodard, Hartford.
	Silvia Youngs, Albany.

Special Course

Lena M. Angell, Newark Valley.
 Lavinia C. Bacon, Jericho.
 Helen C. Bunce, Glen Cove.
 M. Ella Gates, Rochester.
 Margaret G. Hunt, Warrensburgh.
 Sherman W. Krull, Clarence Centre.

E. Mary Walradt, Theresa.
 William J. Millar, Peekskill.
 Lucy H. Osborne, Altamont.
 Mabel L. Overton, Whitestone.
 Martha E. Palmer, Hartford.
 Ida L. Reveley, Rome.

Franc DeL. Sproul, Fairport.

Kindergarten Course

Myra L. Adams, Elmira.
 Charlotte E. Bancroft, Albany.
 Mary E. Chace, Warsaw.

Grace E. Long, New Scotland.
 Katharine Orr, Schenectady.
 Sarah D. Stewart, Albany.

Master of Pedagogy

Harriet Wright Burton, Pd. B. (S. N. C., '95.)

The graduates mentioned above represent twenty-nine (29) counties of the State, namely: Albany, 15; Allegany, 1; Broome, 1; Chemung, 1; Columbia, 1; Dutchess, 1; Erie, 1; Essex, 2; Fulton, 1; Herkimer, 3; Jefferson, 2; Livingston, 1; Monroe, 5; Montgomery, 2; Oneida, 6; Onondaga, 3; Ontario, 3; Orange, 6; Otsego, 2; Queens, 3; Rensselaer, 3; Richmond, 2; Schenectady, 3; Steuben 1; Tioga, 2; Warren, 1; Washington, 7; Westchester, 2; Wyoming, 1.

COURSES OF INSTRUCTION

English Course — Admission

Those who seek admission to this course must be at least 17 years of age, and greater maturity is desirable.

Candidates for admission must pass satisfactory examinations upon the following subjects: Arithmetic, Algebra through quadratics, Plane Geometry, Grammar, Rhetoric, English Literature, Political and Physical Geography, American History, General History, Botany, Physiology, Zoology, Physics, Chemistry, Astronomy, Geology, Book-keeping, Civil Government, and Elementary Drawing.

Those who present the following evidences of proficiency will be admitted without examination, viz.: State certificates, diplomas from colleges, universities, the Regents, normal schools, high schools, academies, and academic departments of union schools, *provided they cover the subjects prescribed for examination in the preceding paragraph*, but pass-cards in *advanced arithmetic* and *advanced grammar* will be required in addition to the attainments certified by the Regents', or other academic diplomas. Statements from principals of schools, setting forth the superior quali-

fications of candidates in advanced arithmetic and advanced grammar will be received as evidences of proficiency and will exempt applicants from examination in those subjects.

Examinations for entrance will be held at the college at the beginning of each term. It is not necessary that all the examinations be passed at one time; they may be distributed through two years, if the candidate prefers. Admission to the college can not, however, be granted until the examinations are successfully completed.

A full preparatory course in Latin or Modern Languages may be substituted for other subjects prescribed for entrance, but it can not be allowed for any subjects except those commonly called advanced studies.

COURSE OF STUDY

First Year — First Term

Psychology, Philosophy of Education.

Methods of teaching the following subjects: Number, Arithmetic, Geography, Grammar, Composition, Reading, Vocal Music. Daily discussion of educational themes. Essays upon educational subjects. Preparation of devices for teaching.

Second Term

Methods of teaching the following subjects: Algebra, Geometry, Physics, History, Drawing, Botany (Elementary), Zoölogy (Elementary), Physiology, Object Lessons, Civil Government, Penmanship. Daily discussion of educational themes. Essays upon educational subjects. Preparation of apparatus and specimens.

Second Year — First Term

Methods of teaching the following subjects: Chemistry, Book-keeping, Physical Geography, Botany, Zoölogy, Mineralogy, Geology, Physiology, Rhetoric, Familiar Science, Solid Geometry, English Literature, Astronomy. Daily discussion of educational themes. Essays upon educational subjects. Preparation of apparatus and specimens.

Second Term

School Economy, Elocution, School Law, History of Education, Kindergarten Methods, Methods of teaching Political Economy, Teaching in Model School, Sanitary Science, Physical Culture.

Those who complete the above course successfully will receive a diploma, which will be a license to teach in the public schools of

the State for life. No degree will be conferred upon graduates from this course.

CLASSICAL COURSE — ADMISSION

Those who desire admission to this course must be at least 17 years of age, but no one will be graduated from the course who is not at least 20 years of age.

Candidates for admission must pass satisfactory examinations upon all the subjects required for entrance to the English course, and in addition thereto Solid Geometry; Plane Trigonometry; Caesar, three books; Cicero, six orations; Virgil's *Æneid*, six books; Latin Prose Composition; Xenophon's *Anabasis*, three books; Homer's *Iliad*, three books; and Greek Prose Composition.

Instead of the requirements in Greek the candidates may offer a two years' course in French or German.

Those who present the following evidences of proficiency will be admitted without examinations, viz.: diplomas from colleges, universities, the Regents, normal schools, high schools, academies, and the academic departments of union schools, *provided they cover the subjects prescribed for examination in the preceding paragraph*, but pass-cards in *advanced arithmetic* and *advanced grammar* will be required in addition to the attainments certified by the Regents', or other academic diplomas. Statements from principals of schools, setting forth the superior qualifications of candidates in advanced arithmetic and advanced grammar will be received as evidences of proficiency and will exempt applicants from examinations in those subjects.

Examinations for entrance will be held at the college at the beginning of each term. It is not necessary that all the examinations be passed at one time they may be distributed through two years, if the candidate prefers. Admission to the college can not, however, be granted until the examinations are successfully completed.

COURSE OF STUDY

First Year — First Term

Psychology, Philosophy of Education.

Methods of teaching the following subjects: Number, Arithmetic, Geography, Grammar, Composition, Reading, Vocal Music. Daily discussion of educational themes. Essays upon educational subjects. Preparation of devices for teaching.

Second Term

Methods of teaching the following subjects: Algebra, Geometry, Physics, History, Drawing, Botany (Elementary), Zoölogy

(Elementary), Physiology (Elementary), Object Lessons, Latin. Daily discussion of educational themes. Essays upon educational subjects. Preparation of specimens and apparatus.

Second Year — First Term

Methods of teaching the following subjects: Chemistry, Physical Geography, Zoölogy, Mineralogy, Geology, Physiology, Rhetoric, Solid Geometry, Greek or French or German, English Literature, Astronomy. Daily discussion of educational themes. Essays upon educational subjects. Preparation of specimens and apparatus.

Second Term

School Economy, Elocution, School Law, History of Education, Kindergarten Methods, Methods of teaching Political Economy, Teaching in Model School, Sanitary Science, Physical Culture.

Those who complete the classical course successfully will receive diplomas licensing them to teach in the public schools of the State for life, and the degree of Bachelor of Pedagogy will also be conferred upon them.

SUPPLEMENTARY COURSE

First Term

Carpenter, Mental Physiology; *Spencer*, Education; *Hickok*, Moral Science; *Compayre*, Elements of Psychology; *Froebel*, The Education of Man; *Stanley*, Life of Dr. Arnold; *Mahaffy*, Old Greek Education; *Bain*, Mental Science; *Bain*, Education as a Science; *Rousseau*, Emile; *Radestock*, Habit in Education; *McArthur*, Education in Relation to Manual Industry; *Fitch*, Lectures on Teaching. Discussion of current educational themes.

Second Term

Guimps, Life of Pestalozzi; *Payne*, Contributions to Educational Science; *Rosenkranz*, Philosophy of Education; *Winchell*, Doctrine of Evolution; *Hill*, True order of Studies; *Parsons*, Systems of Education; *Klemm*, European Schools; *Bowne*, Introduction to Psychological Theory; *Brown* on Art; *Jevons*, Principles of Science; *Whewell*, History of the Inductive Sciences; *Quick*, Educational Reformers; *Browning*, History of Educational Theories; *Rosmini*, Method in Education. School Supervision; Schools for Professional Training. Discussion of current educational themes. A thesis.

Graduates from the English course will receive the degree of Bachelor of Pedagogy upon their completing the supplementary course.

Graduates from the classical course will receive the degree of Master of Pedagogy upon their completing the supplementary course.

Those who have completed either the English or the classical course in the college can pursue the supplementary course and receive the pedagogical degrees.

COURSE FOR COLLEGE GRADUATES

Many graduates from literary colleges are of the opinion that the instruction given in the Normal College consists simply of a review of the subjects taught in our secondary schools, and they, consequently, feel that a year spent in such work will be of little value to them, not to say unnecessary, but in fact the instruction given is of a very different kind from that, and it is of a character which will prove of the utmost value to them in the profession of teaching.

A person who has completed a course at a college often deems himself qualified to teach, and the conviction is even more general that tact in managing pupils combined with good scholarship is all that is necessary to attain the highest success in the profession. Such ideas are obstructive to the best results in teaching, and the prevalence of them often prevents the best scholars and those who have the greatest natural endowments from seeking to learn the principles of their profession and the best way of applying them. If college graduates who have excellent attainments in scholarship and natural aptitude for teaching would acquaint themselves with modern methods of teaching, and the established principles and the generally accepted theories of education, and if they should become skillful in applying them practically in the schoolroom, they would advance rapidly to the front rank in the profession.

Graduates of colleges and universities will be allowed to select (with the approval of the faculty) from the curriculum of study a course which may be completed in one year. Upon their completing it successfully and showing their ability to instruct and manage pupils properly, they will receive diplomas which will be licenses to teach, and the degree of Bachelor of Pedagogy will also be conferred upon them.

SPECIAL COURSE

It is often the case that persons who have been teaching for several years realize very keenly the need of professional training, but they feel that they can not spend the time necessary to complete a full course, nor can they afford the expense which such

a course would entail. A special course is offered to such, in order that they may gain a knowledge of the philosophy of education and acquire a reasonable degree of familiarity with modern methods of teaching. The demand for teachers of experience in the management of schools who have skill in employing rational methods of instruction is very great, and the opportunity offered to such candidates by the college for equipping themselves to do the best work will, it is believed, enable mature and competent instructors to obtain a good knowledge of the philosophy and history of education, and to improve their methods of teaching, so that they will materially increase their salaries and obtain more desirable positions than they have held hitherto.

The basis for a successful application of the principles of education to methods of teaching is broad and accurate scholarship, consequently, none who have not studied what are ordinarily termed the higher subjects in our high schools, and who have not scholarly tastes and habits will be allowed to pursue this course.

Persons who have at least the scholarship required for admission to the English course, and who also have a first grade teacher's certificate, and who bring testimonials from school commissioners, boards of education, or superintendents of schools, to show that they have taught successfully for three years or more, will be allowed to complete a special course in one year.

If they succeed in doing the work of the course in a satisfactory manner, they will be granted a diploma which will also be a license to teach for life in the public schools of the State.

This course will include substantially the subjects prescribed in the first and last terms of the English course.

ELECTIVE COURSES

Persons of maturity who have had large and successful experience in teaching, but who have not the attainments in scholarship required for admission into the regular courses, and those that have the qualifications for entrance who wish to pursue elective courses, will be permitted to enter the college and pursue such courses as the faculty may approve, but they will not be granted diplomas, nor will degrees be conferred upon them.

COURSE FOR KINDERGARTNERS — ADMISSION

Applicants must be at least 18 years of age. They must possess at least the scholarship prescribed for admission to the English course.

They should have a natural love for children so that they may enter into childish joys and sorrows in a sympathetic manner. They should have the consciousness of a high moral purpose and

a love for nature; they should also possess good health, industry, and a cheerful and contented disposition. They should be able to play the piano, and have a true ear and voice for singing.

Young people who have the idea that kindergarten work means simply amusement for the young will find that they are in error, for only those who are earnest students and who have natural aptitude for such work can hope to secure a diploma which certifies to their ability to take charge of a kindergarten.

COURSE OF INSTRUCTION

The course of study covers a period of two years. One year will be devoted to the study of such elementary methods as are prescribed in the English course, and another year will be spent in learning kindergarten work exclusively. The instruction in kindergarten methods will include a large number of subjects, among which will be lessons on the use of the following articles and occupations in developing the child's mind: Ball, sphere, cube and cylinder, blocks, tablets, slats, sticks, rings and peas-work; pricking, sewing, drawing, lacing, weaving, paper-cutting, and paper-folding.

Systematic instruction will be given upon the principles and philosophy of training which underlie the kindergarten idea. Lessons on the care of children and on story-telling will also occupy the attention of the students during a part of the course.

Instruction in the normal system of music will be given, so that the kindergartners may be able to teach the rudiments of vocal music to children.

Lessons in physical culture and kindergarten music and games will form a part of the course.

Lessons in botany and natural history will be given, with methods of presenting them to little children.

Instruction in free-hand drawing and in modeling in clay will be given during the year.

Students will be required to prepare pattern books of weaving, sewing, pricking, paper-folding and paper-cutting, and they will be expected to invent new forms for themselves in accordance with the principles underlying all the work.

Students will be required to observe for a time the work done in the kindergarten, from 9 until 12. They will afterwards write out their observations and submit them to the class for approval and criticism. As soon as the students are qualified to enter upon the work of instruction they will be given practical work with the children.

A course of reading prescribed, including such books as *Autobiography of Fröbel*, *Reminiscences of Fröbel*, *Education of Man*,

Emile, Leonard and Gertrude, Baldwin's Psychology, and other works upon education. Frequent essays upon the various phases of the instruction and training of children, and abstracts of the books read are required.

A diploma, which will be a license to teach for life in the schools of the State in grades below the fourth year, will be given to those who complete the course satisfactorily.

Only a limited number of kindergartners can be trained in the college, consequently application for appointments should be made as early as possible.

MODEL SCHOOL

A model school is organized and maintained that students may have an opportunity for observing the successful application of the methods of teaching, and that they may have an opportunity to display their knowledge of the subjects taught and their skill in teaching and managing pupils.

The school has four departments — kindergarten, primary, grammar and high school. The courses of study cover the subjects necessary for preparation for business, for college, or for entering the Normal College. It is designed to make the school what its name signifies, a model which graduates may follow advantageously in methods of teaching and in discipline.

The teaching in this school is done chiefly by pupil teachers, though model lessons are given from time to time by the teachers in charge, so that those who are preparing to teach may have illustrations to guide them in the application of the principles underlying education.

INSTITUTIONS REPRESENTED

Graduates from twenty-nine (29) colleges and universities, both in this country and abroad; from nine (9) normal schools situated in this and other States; and from two hundred thirty-two (232) high schools and academies, have been received into the college upon diplomas.

FINANCIAL STATEMENT

The following statement exhibits the receipts and expenditures during the year ending July 31, 1896:

Receipts

1. Amount in hands of executive committee August 1, 1895. \$1,817 18

2. Amount received from the State during the year commencing August 1, 1895, and ending July 31, 1896, from appropriation for maintenance,	\$25,904 95
3. Amount received for tuition in several departments during said year:	
Academic.	\$4,265 00
Intermediate.	2,260 00
Primary.	1,715 00
	<hr/>
	8,240 00
4. Amount received from all other sources during said year.	23 07
	<hr/>
5. Total.	<u>\$35,985 20</u>

Payments

6. Amount paid for teachers' salaries in the several departments during the year commencing August 1, 1895, and closing July 31, 1896:	
Normal.	\$15,750 00
Academic.	2,500 00
Intermediate.	1,800 00
Primary.	2,600 00
	<hr/>
	\$22,650 00
7. Amount paid for salaries of janitors.	1,600 00
8. Amount paid for mileage of pupils.	899 23
9. Amount paid for library, text-books, apparatus,	1,423 66
10. Amount paid for repairs and improvements on buildings and improvements on grounds.	1,100 84
	<hr/>

Estimates for 1897-8

Salaries of teachers.	\$25,600 00
Janitors.	1,600 00
Library and apparatus.	2,000 00
Repairs and improvements.	2,000 00
Fuel.	1,700 00
Other expenses.	5,000 00
	<hr/>
	\$37,900 00
Less estimated tuition fees.	8,300 00
	<hr/>
	<u>\$29,600 00</u>

STATE OF NEW YORK, }
CITY AND COUNTY OF ALBANY, } ss.:

Samuel B. Ward, being duly sworn, says that he is secretary of the executive committee of the State Normal College, at Albany; that the foregoing is the annual report of said executive committee to the Superintendent of Public Instruction and the Regents of the University for the year ending July 31, 1896; that the same is true.

SAMUEL B. WARD,
Secretary.

Subscribed and sworn to before me, this }
fifteenth day of December, 1896. }

ALLAN MACDONALD,
Notary Public, Albany County, N. Y.

BROCKPORT

THIRTY-FIRST ANNUAL REPORT OF THE LOCAL BOARD OF THE STATE NORMAL AND TRAINING SCHOOL AT BROCKPORT

HON. CHARLES R. SKINNER, *State Superintendent of Public Instruction:*

Sir.— The local board of the State Normal and Training School at Brockport hereby respectfully submit its annual report for the year ending July 31, 1896:

FINANCIAL STATEMENT

SUMMARY OF RECEIPTS AND EXPENDITURES

Receipts

In hands of local board, August 1, 1895.....	\$5 78
Amount received from annual appropriation.....	24,986 67
Amount received from special appropriation.....	17,226 29
Amount received from academic tuition.....	1,339 40
	<hr/>
	\$43,558 14
	<hr/> <hr/>

Payments

Amount paid for teacher's salaries:

From annual appropriation.....	\$16,450 00	
From academic funds.....	1,000 00	
	<hr/>	\$17,450 00
Amount paid for salaries of janitor and engineer...		1,300 00
Amount paid for salaries of office clerk and assistant librarian.		400 00

Amount paid for students' mileage:

From annual appropriation.....	\$181 09	
From academic fund.....	239 82	
	<hr/>	420 91

Amount paid for library, text-books and apparatus:

From annual appropriation.....	\$1,547 88	
From special appropriation.....	1,702 40	
	<hr/>	3,250 28

Amount paid for repairs and improvements:

From annual appropriation.....	\$1,894 21	
From special appropriation.....	15,523 89	
From academic fund.....	22 37	
		<hr/> \$17,440 47

Amount paid for incidentals and all other expenses:

From annual appropriation.....	\$3,213 49	
From academic funds.....	65 24	
		<hr/> 3,278 73

Amount on hand of academic funds.....		17 75
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\$43,558 14

A detailed statement of the items of the foregoing expenditures has been furnished the department in the monthly schedules duly approved by the State Superintendent, and the local board respectfully refers to such schedules on file for the several items included in the above statement.

Estimate of the necessary running expenses for the year ending July 31, 1897:

For payment of teachers' salaries on present basis..	\$17,850 00
For salaries of janitor and engineer.....	1,300 00
For salaries of office clerk and assistant librarian..	400 00
For ordinary repairs and improvements.....	2,000 00
For library, text-books and apparatus.....	1,000 00
For insurance (one-third of three year's rate).....	333 33
For fuel	2,500 00
For water and gas.....	500 00
For other incidental expenses.....	1,000 00

\$26,883 33

Deduct tuition moneys to be received on basis of last year.	1,300 00
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\$25,583 33

An annual appropriation of at least \$25,000 will be necessary for the proper support and maintenance of this school.

FACULTY AND SALARIES

The personnel of the faculty remains the same as last year. For the next year the salary of Miss Sara A. Saunders, teacher of methods, has been increased \$100, making \$1,000 in all, and Miss

Alice L. Lennon has been elected general assistant in natural sciences and English literature at a salary of \$500. These changes have been approved by the State Superintendent.

LOCAL BOARD

On the 9th day of January, 1896, Mr. George B. Harmon, of Brockport, was appointed a member of the local board in place of Horace Belden, deceased. There are no other changes. On the 29th day of June, 1896, Mr. Eliphalet Whitney, who has been our chairman pro tem. since the decease of Mr. Allen, tendered his resignation as such. In accepting the same the board unanimously adopted the following resolution:

"Whereas Mr. Eliphalet Whitney, who has been our temporary chairman for the past four years, and for over fifty years actively identified with the management of this school and its predecessor, the Brockport Collegiate Institute, now wishes to retire from the chairmanship of the board and to remain a simple private member,

"Resolved, That in accepting his resignation as chairman, we desire to express the appreciation we have of his untiring devotion to the interests of the school throughout his long period of service, and to accord to him our sincere thanks for his kindly interest and to hope that it may be continued for years to come."

The secretary now acts as chairman pro tem.

The board, as now constituted, is as follows: Daniel Holmes, secretary and chairman pro tem.; John H. Kingsbury, treasurer; Eliphalet Whitney, Elijah C. Chriswell, Edgar Benedict, John D. Burns, Henry S. Madden, Henry Harrison, Thomas H. Dobson, Edward Harrison and George B. Harmon.

REPAIRS AND IMPROVEMENTS

During the past year alterations and improvements mentioned in detail in the last report have been completed, and the building and grounds are now in good repair. The building was struck by lightning in June last, but fortunately damaged only to the amount of about \$25, which was speedily repaired.

STATISTICAL

Valuation

Estimated value of lot and buildings.....	\$200,000 00
Estimated value of furniture.....	7,500 00
Estimated value of library and apparatus.....	15,000 00
	<hr/>
	\$222,500 00
	<hr/>

Whole number of pupils registered in each of the departments respectively during the year:

Normal.	516
Academic.	93
Intermediate.	180
Primary.	147
	<hr/>
Total.	830
	<hr/> <hr/>

Average number in attendance during the year:

Normal.	413
Academic.	48
Intermediate.	123
Primary.	108
	<hr/>
Total.	692
	<hr/> <hr/>

Average age of pupils in normal department at the time of entering:

Male.	19.60
Female.	19.22
	<hr/> <hr/>

Number of graduates from normal department during the year:

Male.	16
Female.	45
	<hr/>
Total.	61
	<hr/> <hr/>

Whole number of graduates from normal department since the school was established:

Male.	164
Female.	644
	<hr/>
Total.	808
	<hr/> <hr/>

GRADUATES

The following is a list of graduates for the past year, with residence, grade of diploma:

*Class 1896. Fifty-seventh Term. January 28***NORMAL DEPARTMENT****CLASSICAL COURSE****Mary Emily Van Deusen, Alton.****ENGLISH COURSE**

Gertrude Emeline Allen, Hamlin.
Sarah Gertrude Holbrook, Brockport.
Harriet Haughton, Brockport.
Carrie Abigail Johnson, Brockport.

Beatrice S. L. King, Brockport.
Myrtle Bell Luce, Churchville.
Burley Gilbert Pooler, Henderson.
Ada Belle Root, Brockport.

ACADEMIC DEPARTMENT**ENGLISH COURSE****Alonzo V. Fowler, Brockport.***Class 1896. Fifty-eighth Term. June 23***NORMAL DEPARTMENT****CLASSICAL COURSE**

John Jay Bacon, West Somerset.
Louisa Benson, Brockport.
Sarah Gertrude Brown, Brockport.
Eugene Benjamin Callaghan, LaFayette.
Maud Stuart Campbell, Trumansburg.
May Isabella Curtis, Rochester.
Cathie Annette Eastman, Brockport.
George Earl Edmunds, Holley.
Mary Jane Franklin, Scottsville.
Elberton Dean Henry, Brockport.
Lewis Thomas Howard, Brockport.
William Whitfield Lamb, Ransomville.

Mary Marion, Stone Church.
Lois Catherine Mercer, Brockport.
Helen Georgia Omans, Holley.
Jessie Estella Paine, Greece.
Mabel Burnham Peirson, Brockport.
Louis Berry Shay, Brockport.
Lucy Amelia Taber, North Parma.
Lloyd Stanley Tenny, North Parma.
Frank Earl Torpy, Elba.
Ruth M. Truesdale, Spencerport.
William Robinson True, Ogden.
Elizabeth Gertrude Whitman, Middleport.

SCIENTIFIC COURSE**Mary Laura Bentley, South Trenton.****May Rosa Parker, Lancaster.****ENGLISH COURSE**

Avis Viola Bonnell, Brockport.
Alida Sarah Bowen, Churchville.
Nina Maud Brown, Jeddo.
Mary Frances Cooke, Cazenovia.
Thomas George Cramer, Gasport.
Julia Agnes Donnelly, Clarkson.
James Cotter Downes, Garland.
Bessie Emma Emerson, Brockport.
Lottie Belle Fountaine, Knowlesville.
Rachel Moule Garrison, Garland.
Mary Fidella Harris, Rochester.
Etta Louise Handy, Carlyon.
Willard Graves Holbrook, Brockport.

Pauline Hutchinson, Stittville.
Fannie Emma Johns, Rochester.
Marie Agnes Kehoe, Rochester.
Florence Miriam Kenyon, Morton.
Mabel Emilla Kenyon, Morton.
Florence Nightingale Luttenton, Kent.
Ida Laura Mann, Kendall.
Frederick Lamont Maxson, Smithville.
Harry W. Palmer, Brockport.
Alice Mabel Platten, Lyndonville.
Anna Harriet Pledger, Spencerport.
Lucia Ruth Rowell, Brockport.
Susan Isabella Willits, Rochester.

ACADEMIC DEPARTMENT

Course Preparatory for College

James Mann, Brockport.

Ben M. Pettengill, Holley.

MUSIC COURSE

Nellie Cecilia Casey, Brockport.

Emma Belle Kniffen, Brockport.

Mabel Amanda Paine, Clarkson.

COMMENCEMENT HONORS

For Teaching

Cathie Annette Eastman.

Pauline Hutchinson.

Mary Fidelia Harris.

Susan Isabella Willits.

For Scholarship

Mabel Burnham Peirson.

May Rosa Parker.

William Whitfield Lamb.

Mary Jane Franklin.

For Rhetorical Work

Elizabeth Gertrude Wittmann.

Lloyd Stanley Tenny.

William Robinson True.

Maud Stewart Campbell.

STATE OF NEW YORK, }
COUNTY OF MONROE, } ss.:

Daniel Holmes, secretary of the local board, being duly sworn, says, that the foregoing report is true, to the best of his knowledge, information and belief.

DANIEL HOLMES.

Sworn to before me this 10th }
day of August, 1896. }

PHILIP F. SWART,
Notary Public.

BUFFALO

TWENTY-FIFTH ANNUAL REPORT OF THE LOCAL BOARD OF THE STATE NORMAL AND TRAINING SCHOOL AT BUFFALO

HON. CHARLES R. SKINNER, *State Superintendent of Public Instruction:*

Sir.—In accordance with law, the local board of the Normal and Training School, at Buffalo, submits its twenty-fifth annual report for the year ending, July 31, 1896.

LOCAL BOARD OF MANAGERS

During the year the State Superintendent of Public Instruction appointed three new members, namely: Stephen M. Clement, Robert L. Fryer, and Edward H. Butler, all of Buffalo.

The board now consists of ten members organized as follows:

Hon. David F. Day, president, Buffalo; Thomas Lothrop, M. D., vice-president, Buffalo; Pascal P. Pratt, secretary and treasurer, Buffalo; Henry Lapp, M. D., Clarence; Charles W. Goodyear, Buffalo; William Hengerer, Buffalo; Hon. D. H. McMillan, Buffalo; Stephen M. Clement, Buffalo; Robert L. Fryer, Buffalo; Edward H. Butler, Buffalo.

FACULTY

In March, Professor William L. Sprague, teacher of Latin and Greek, resigned his position to accept the principalship of a public school in Brooklyn. His place was filled to the end of the year by Professor A. C. Richardson, a graduate of Harvard, and a teacher of many years experience. His work proved so acceptable that, at the end of the year, he was appointed as the regular teacher of classics.

Miss Theodora M. Carrell was also appointed as an assistant teacher in the department of Natural Science and English Literature at a salary of \$700 a year. This additional teacher was rendered necessary on account of the great size of the school and the insufficiency of the teaching force. Miss Carrell is a graduate of the Buffalo Normal and Training School, and also of Vassar College. She had two years of very successful experience in teaching before entering college. She will doubtless prove a

valuable addition to the faculty. In all other respects the faculty of instruction and its organization will remain the same as last year.

SCHOOL OF PRACTICE

The teachers in the School of Practice remain the same as last year and it has the same organization.

KINDERGARTEN

The Kindergarten Training School, which has been in operation during the past three years, was in its nature a private school, paying its expenses from the tuition received from its pupils and teachers in training.

By the advice and with the approval of the State Superintendent, it will hereafter be a regular part of the Normal and Training School, and tuition to the teachers in training will be free.

Miss Loie S. Palmer, who has managed it with great success heretofore, will be retained as head of the kindergarten department. Her salary has been fixed by the State Superintendent at \$1,000 a year.

A new course of three years has been adopted by the local board and approved by the State Superintendent, to be called "The Primary and Kindergarten Course." The conditions for entrance to this course are the same as to the other courses in the Normal School, and its diploma is a license to teach primary and kindergarten work in the public schools of the State.

IMPROVEMENTS

During the past year a complete system of fire escapes has been placed upon the school buildings, which has been paid for from special appropriations made by the Legislatures of 1895 and 1896.

Many other repairs are still needed on the buildings and school grounds. All the outside woodwork of the buildings is badly in need of painting. The foundation walls should be pointed up, as the mortar has fallen out in many places. New stone walks ought to take the place of the decaying plank walks in the school yard.

The school is also in great need of a large amount of new furniture. It is with difficulty and discomfort that the present large number of students can be taken care of. For the past two years an appropriation has been asked for to provide furniture greatly needed, but the Legislature has not seen fit to make one.

ATTENDANCE

The whole number registered during the year in each of the departments respectively, was:

Normal	443
Academic	8
Intermediate	221
Primary and kindergarten	228
<hr/>	
Total	900
<hr/>	

The average attendance in each of the departments was:

Normal	354
Academic	6
Intermediate	191
Primary and kindergarten	175
<hr/>	
Total	726
<hr/>	

The average age of normal pupils at time of entering was:

Male	22.71
Female	19.30
<hr/>	

The number of graduates during the year from normal courses was 80, and three from academic courses.

The whole number of graduates from the school since it was established is:

From normal courses	896
From academic courses	67
<hr/>	
Total	880
<hr/>	

The following is a list of the normal graduates of the past year, with places of residence and grade of diplomas:

CLASS OF JANUARY 28, 1896

Classical Course

Mary Agnes Tock, Batavia.

Scientific Course

Katherine A. Hoesterman, Buffalo.

English Course

Louise A. Dempsey, Lockport.	Florence A. Paul, South Wales.
Lillian B. Johnston, Newark.	Nellie Hawley Robinson, North Tonawanda.
Clara Amelia Lentz, Buffalo.	Harry R. Smallenburg, Buffalo.
Clara Milks, West Seneca.	Anna Loretto Wade, Batavia.

CLASS OF JUNE 19, 1896

Classical Course

Hattie Bishop, Pawling.	Gertrude M. Kingman, East Aurora.
Ralph R. Blackney, Angola.	Jesse L. Morehouse, Jeddo.
Marion E. Burns, Clarence.	Eunice E. Nott, Hamburg.
Marvin Butler, Warsaw.	Minnie D. Oatman, Buffalo.
Grace E. Churchill, Akron.	Louise E. A. Palliser, Buffalo.
Agnes Lewis Daniels, Friendship.	Carrie E. Peckham, Freedom.
Henry J. Danser, Akron.	Edwin M. Peckham, Freedom.
Katherine E. Doyle, Hamburg.	Andrew Schrob, Swormsville.
Edward F. Duggan, Gainesville.	Sarah Margaret Sampson, Niagara Falls.
Mary A. Fairchild, Portville.	Isabel Stickney, Buffalo.
Charlotte Walworth Forbes, Buffalo.	Augustus G. Striker, Buffalo.
Ella Hurd, Gowanda.	E. Louise Walther, Hornellsville.
Theresa Kelly, Avon.	Harrie P. Weatherlow, Buffalo.
Florence M. King, Buffalo.	Esther L. Woods, Buffalo.

Scientific Course

Maude W. Adams, Buffalo.	Chloe A. Hawkins, Gowanda.
Bella Bienemann, Buffalo.	Anna F. McKowne, Jewettville.
Jennie B. Church, Bergen.	Emma H. Mead, Buffalo.
Bertha E. Wells, Hamburg.	

English Course

Mattie E. Beals, Alabama.	Alma O. Heinzelman, Delavan.
Minnie A. Belger, Buffalo.	Genevieve Hubbard, Buffalo.
Clara Louise Booth, Buffalo.	Mildred Ingraham, Corfu.
Cora A. Bradley, Ransomville.	Martha A. Johnson, Silver Creek.
Bessie M. Buckley, Batavia.	Augusta F. Kopf, Buffalo.
Lucy M. Carmody, Batavia.	Margaret P. McCarthy, Castile.
Louise M. Cassety, Buffalo.	Ella E. Miller, Corning.
Nellie M. Collins, Buffalo.	Nellie G. Milliman, Alden.
Elizabeth Condry, Claremont.	Addie M. Munger, Attica.
Margaret Louise Crehan, Buffalo.	Nellie O. Day, Buffalo.
Mary Estelle Crothers, Clarence.	Frances C. Reinhart, Buffalo.
Florence E. Dier, Hornellsville.	Olive D. Roberts, Angola.
Clara Louise Embry, Buffalo.	Julia A. Searls, East Aurora.
Carl M. Ferner, Whitehall.	Elizabeth M. Sheehan, Buffalo.
Jennie A. Good, Clarence Center.	Ella Maude Smith, Buffalo.
Ethel P. Gowans, Angola.	Marian K. Varian, Niagara Falls.
Mary O. Griffin, Holland.	Jessie S. Weller, Buffalo.
Maria A. Witmer, Niagara Falls.	

Detailed statement of the receipts and expenditures of the Buffalo Normal and Training School for the year ending July 31, 1896:

Receipts

Balance on hand at last report.....	\$118 32
Received from the State on account of annual appro- priation	20,041 21

Received from special appropriation.....	\$2,851 78
Received from tuition	1,732 00
All other sources	2,000 00
Total	<u>\$26,743 31</u>

Summary of Expenditures

On account of teachers' salaries.....	\$16,762 00
On account of janitor's wages.....	800 00
On account of reference books.....	40 00
On account of text-books.....	523 53
On account of fuel.....	1,174 50
On account of supplies and miscellaneous.....	4,090 86
On account of mileage of pupils.....	484 92
Paid from special appropriation supply bill, 1895, for fire-escapes and heating apparatus.....	2,000 00
Paid from special appropriation supply bill, 1896, for fire-escapes and plumbing.....	851 78
Balance in hands of local board, July 31, 1896.....	15 72
Total	<u>\$26,743 31</u>

Estimated expenditures for salaries and maintenance for the year ending July 31, 1898.

For salaries of teachers.....	\$17,300 00
For wages of janitor.....	800 00
For fuel	1,300 00
For text-books and reference library.....	500 00
For ordinary repairs	500 00
For supplies and miscellaneous expenses.....	1,500 00
Total	<u>\$21,900 00</u>
Less probable receipts from tuition.....	900 00
Appropriation needed	<u>\$21,000 00</u>

STATE OF NEW YORK, }
ERIE COUNTY, } ss. :

The president and secretary of the State Normal and Training School at Buffalo, being duly sworn say, and each for himself says, that the foregoing detailed statement of the receipts and

expenditures of the said board has been approved by the auditing committee of said board and that he believes such statement to be correct.

DAVID F. DAY,
President.

PASCAL P. PRATT,
Secretary.

Subscribed and sworn to before me, this }
30th day of September, 1896. }

SAMUEL ELLIS,
Notary Public.

All of which is respectfully submitted.

PASCAL P. PRATT,
Secretary.

CORTLAND

**TWENTY-EIGHTH ANNUAL REPORT OF THE LOCAL BOARD OF THE
STATE NORMAL AND TRAINING SCHOOL AT CORTLAND, N. Y.**

**HON. CHARLES R. SKINNER, *State Superintendent of Public
Instruction:***

Sir.—Pursuant to the statutes of the State of New York, the local board of the State Normal and Training School at Cortland, N. Y., through you and subject to your approval, hereby respectfully transmits to the Legislature of the said State its twenty-eighth annual report, showing the condition of said school under its charge for the year ending July 31, 1896:

LOCAL BOARD

Hon. William H. Clark, Cortland, N. Y., chairman; John W. Suggett, Cortland, N. Y., secretary; Hon. Lawrence J. Fitzgerald, Cortland, N. Y., treasurer; James S. Squires, Cortland, N. Y.; Hugh Duffey, Cortland, N. Y.; Hon. Orris U. Kellogg, Cortland, N. Y.; Theodore H. Wickwire, Cortland, N. Y.; Hon. Israel T. Deyo, Binghamton, N. Y.; Salem Hyde, Syracuse, N. Y.

FACULTY

The faculty for the coming year, beginning September, 1896, will be as follows:

Francis J. Cheney, A. M., Ph. D., Psychology and the History of Education; Darwin L. Bardwell, A. B., M. A., Sciences; J. Edward Banta, A. B., M. A., Latin and Greek; William A. Cornish, A. B., Mathematics; Clara J. Robinson, Methods, and superintendent of the schools of practice; Mary F. Hendrick, Elocution, Rhetoric and Literature; Clara E. Booth, French, German and Physical Geography; Helen M. Goodhue, Drawing; Caroline M. Curry, A. B., Science and Latin; Minnie M. Alger, Music; Harriet A. Hamilton, English and History; Julia A. Norris, Physical Culture; Anna L. Clarkson, Stenography, Typewriting and Arithmetic; Grace K. Duffey, principal, intermediate department; Maria W. Bishop, critic, intermediate department; Mary Louise Eastman, principal, primary department; Ella Gale, critic, primary department; Emily C. Ormsby, critic, intermediate and primary departments.

GRADUATES OF 1896

NORMAL GRADUATES

Classical Course

Olive Diantha Allis, Syracuse.	Bessie Frances Speed, Slaterville Springs.
Eleanor May Burge, Odessa.	Mary Isabella Stillman, Red Hook.
Edith Blanche Hall, Syracuse.	Mary Sullivan, Cortland.
May Frances Johnson, Syracuse.	Lula Edna Van Scoy, Candor.
Alice Cary Lay, Groton.	Margaret Barnard Wood, Greene.
Mary Van Ness Manwarren, Windsor.	Maurice Lawrence Farrell, Cortland.
Elizabeth G. McGraw, Cortland.	Phil Harold Hembdt, Kenoza Lake.
Myrtle Olmsted, Delavan.	Adam Franklin Ross, Cortland.
Rose Leonore Pedley, Baldwinsville.	Merton Jarvis Sanford, Centre Lisle.
Arland D. Weeks, McLean.	

Scientific Course

Frank P. Gleason, Keeney's Settlement.	Berton Hoxie Landpher, Freetown.
Jessie Malone, Baldwinsville.	

English Course

Miriam Genevieve Babcock, Scott.	Mary Emma Lundberg, Walden.
Lina Lucretia Beebe, Brookfield.	Mary Elizabeth Mack, Cortland.
Mary Alice Boisselle, Auburn.	Nellie Elizabeth Metcalf, Cortland.
Frances Eliza Bryant, Greene.	Martha Laura Mineah, McLean.
Mabel Roe Crane, Horseheads.	Grace Rosamond Munn, Wurtsboro.
Mary P. Clark, Cortland.	Zenana Perkins Newton, Cazenovia.
Edith Irene Cooper, Groton City.	Grace De Ette Reynolds, Cortland.
Marguerite M. Danforth, Syracuse.	Fra Marian Roberts, Montour Falls.
Caroline Elizabeth Davis, Cazenovia.	Iva Oletta Rogers, Rochester.
Ora Lorena Dennis, Canisteo.	Grace Edna Sturtevant, Cortland.
Anna May Fish, Phoenix.	Sara Evelyn Thompson, Alexandria Bay.
Margaret Frazier, Homer.	Etta Maude Towne, Cortland.
Edith A. Hawkes, Trumansburg.	Grace Evelyn Theiss, Cortland.
Frances Newton Heath, Northville.	Bertha Crandall Twiss, Groton.
Flora D. Hill, Richford.	Mabel Irene Van Valen, Cortland.
Edith Burdick Horton, Owego.	Harriet Van Buskirk, Summer Hill.
Julia Cordes Jordan, Walden.	Berdella Abigail Vickery, Phoenix.
Ella Eugenia Kay, Walden.	Mary Grace Wheeler, Jordan.
Margaret Sarah Lillis, Truxton.	Mabel Claire Whitcomb, Madison.
Ella Lobdell, Esperance.	James A. Shea, Fabius.

Robert Samuel Welch, DeWitt.

ACADEMIC GRADUATES

Classical Course

Jared N. Meaker, Cortland.

English Course

Denton A. Fuller, Cortland.	Rowland Lucius Davis, Cortland.
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Schedule of questions relating to the Normal and Training School at Cortland, N. Y., for the year commencing August 1, 1895, and ending July 31, 1896.

FINANCIAL

Receipts

1. Amount in hands of local board, August 1, 1895,	\$1,680 75
2. Amount received from the State during the year commencing August 1, 1895, and ending July 31, 1896, from appropriation for maintenance,	26,117 84
3. Amount received from State from special appropriation for same time.....	9,550 75
4. Amount received from all other sources during said year.....	436 79
5. Total.....	<u>\$37,786 13</u>

Payments

6. Amount paid for teachers' salaries in the several departments during the year commencing August 1, 1895, and closing July 31, 1896:	
Normal.....	\$13,990 00
Intermediate.....	1,850 00
Primary.....	1,720 00
	<u>\$17,560 00</u>
7. Amount paid for salary of janitor.....	1,500 00
8. Amount paid for mileage of pupils.....	764 00
9. Amount paid for library, text-books and apparatus.....	4,062 39
10. Amount paid for repairs and improvements on buildings and improvements on grounds.....	8,679 54
11. Amount paid for incidentals and all other expenses not above enumerated.....	3,163 77
12. Amount in hands of local board, July 31, 1896..	2,056 43
13. Total.....	<u>\$37,786 13</u>

Estimate of expenses for the year commencing, August 1, 1897:

Salaries.....	\$21,900 00
Library and apparatus.....	900 00
Repairs.....	700 00
Insurance, fuel, lights, etc.....	2,400 00
Furniture, text-books.....	500 00
Incidentals.....	1,600 00
Total.....	<u>\$28,000 00</u>

STATISTICAL

1. Value of lot and buildings, including steam-heating and ventilating apparatus and plant.....	\$211,594 38
2. Value of furniture.....	26,178 06
3. Value of library and apparatus belonging to the schools.....	18,379 60
Total.....	<u>\$256,152 04</u>

4. Whole number of pupils registered in each of the departments, respectively, during the year commencing August 1, 1895, and ending July 1, 1896:

Normal.....	563
Academic.....	55
Intermediate.....	208
Primary.....	209
Total.....	<u>1,035</u>

5. Average number of pupils in attendance for each of the departments, respectively, during said year:

Normal.....	430
Academic.....	44
Intermediate.....	170
Primary.....	164
Total.....	<u>808</u>

6. Average age of pupils in normal department at time of entrance:

Male.....	20.5
Female.....	19.3

7. Number of graduates from normal department during said year:

Male.....	9
Female.....	54
Total.....	<u>63</u>

8. Whole number of graduates from normal department since the school was established:

Male.....	233
Female.....	967
	<hr/>
Total.....	1,200
	<hr/> <hr/>

I, Francis J. Cheney, principal of the State Normal and Training School at Cortland, N. Y., being duly sworn, say, all the provisions of chapter 1041 of the Laws of 1895, as amended by chapter 901 of the Laws of 1896, relative to teaching physiology and hygiene, have been complied with.

FRANCIS J. CHENEY,
Principal.

Sworn before me, this 5th day }
of September, 1896. }

JAMES H. TURNER,
Notary Public.

In answers to questions 1, 2 and 3 the amount differs from that reported last year because of the improvements and repairs made to lot and buildings, the building of a janitor's residence and large additions made to library and apparatus.

STATE OF NEW YORK, } ss.:
CORTLAND COUNTY, }

William H. Clark and John W. Suggett, being duly sworn, depose and say, and each for himself says, that he, said Clark, is chairman, and he, said Suggett, is secretary of the local board of the State Normal and Training School at Cortland, N. Y., and that the foregoing detailed statement of the receipts and expenditures of said board on account of said normal school is true and correct to the best of his knowledge and belief.

WM. H. CLARK.
JOHN W. SUGGETT.

Subscribed and sworn to before me, this)
10th day of September, 1896.)

JAS. M. REYNOLDS,
Notary Public.

All of which is respectfully submitted.

JOHN W. SUGGETT,
Secretary.

FREDONIA

ANNUAL REPORT OF THE NORMAL AND TRAINING SCHOOL AT FREDONIA, N. Y., FOR THE YEAR ENDING, JULY 31, 1896

HON. CHARLES R. SKINNER, *Superintendent of Public Instruction, Albany, N. Y.:*

Sir.— In accordance with the law, the board of the Normal and Training School at Fredonia respectfully submit the following report for the year ending July 31, 1896:

LOCAL BOARD

Hon. L. Morris, president; Hon. Louis McKinstry, secretary; P. H. Stevens, Charles L. Mark, Hon. M. M. Fenner, F. C. Chatsey, Frederick R. Green.

FACULTY

The following changes are made for the coming year in consequence of the resignation of Professor Burgess, to pursue studies in Chicago University, and the resignation of Miss Maude Skidmore, teacher of music, and the expiration of the term of Mrs. Newcomb's services as teacher of kindergarten methods. Mr. Homer L. Holcomb is changed to the department of Latin and Greek, and Miss Addie Herrick to the work of kindergarten methods and superintendent of kindergarten. Miss Jessie Hillman returns to the school as teacher of piano. Miss Julia Sherman is appointed critic in the intermediate department, and Miss Ama Lester as assistant in the kindergarten, making the faculty stand as follows:

Francis B. Palmer, A. M., Ph. D., principal, Philosophy and History of Education; M. T. Dana, Ph. D., vice-principal, Mathematics; Andrew Y. Freeman, Superintendent of Methods and Practice; Franklin N. Jewett, A. B., A. M., Natural Sciences; Homer L. Holcomb, A. B., Ancient Languages; John P. Harter, Vocal Music; Miss Anna McLaury, preceptress, Rhetoric and Literature; Miss Julia Shepard, Drawing and Manual Training; Miss Nellie F. Palmer, principal of primary department; Miss Addie Herrick, superintendent of kindergarten and methods; Miss Jessie Hillman, piano; Miss Minnie Archibald, critic in intermediate department; Miss Julia Sherman, critic in intermediate depart-

ment; Miss Florelle Hovey, Reading and Elocution; Miss Grace McKinstry, academic assistant and French; Miss Ruth English, critic in primary department; Miss Edith Curtis, Painting; Miss Edna Fuller, Physical Training; Miss Ama Lester, assistant in kindergarten.

BUILDINGS AND GROUNDS

The buildings and grounds are in good condition, and the work of fitting up the heating apparatus with a self-regulator is complete, but has been tested only in part. A new library room has been fitted up for the accommodation of about 5,000 volumes, with room for 2,000 more. The apparatus is fairly complete and in good condition.

The following is the list of normal graduates:

JANUARY 28, 1896

English Course

Ruby S. Cross, Charlotte Center.

JUNE 16, 1896

Classical Course

Maude Rose Babcock, Dunkirk.
Katharine Isabel Cushing, Fredonia.
Cora Alberta Foggan, Dunkirk.
Mabel Butterfield Hopkins, Palmyra.
Grace Lillian Moon, Forestville.
Ruth Wilder Perrin, Fredonia.
Jettie Margaret Phelps, Sherman.
Carrie Livermore Record, Warrensburg.
Laura Alana Streight, Franklinville.

Harriette V. Tefft, Earlville.
Will Lavern Adkins, Fredonia.
Frederick Burgess Holcomb, Ripley.
Alton Henry Hollister, Conewango.
Phillip James McEvoy, Forestville.
Clifford Vern Oakes, South Dayton.
George Rush Raynor, Hartfield.
Sanford Durfee Van Alstine, Cherry Creek.
*Henry J. Wallace, Markham.

*Elementary English course, 1892.

Scientific Course

Dora Anna Brown, Corfu.

Frank Elmer Mathewson, Griswold.

Hettie Estell Kysor, Cattaraugus.

English Course

Elizabeth Virginia Archibald, Fredonia.
Lillian Maude Blodgett, Fredonia.
Grace L. Brown, Silver Creek.
Emily Glennora Chew, Suspension Bridge.
Mary Margret Clark, Laona.
Elizabeth Helen Crouch, Fredonia.
Lula May Douglas, Fredonia.
Anna French Helmer, Salamanca.
Belle Ketchum, Sherman.

Bertha Azline Koch, Bradford, Pa.
Sarah Grace Leavenworth, Omaha, Neb.
Jessie Fremont Mann, Findley's Lake.
Alta Lorinda Mason, Fredonia.
Mary Eleanor Mulholland, Dunkirk.
Maude Elizabeth Pettibone, Miles Grove, Pa.
Agnes Elizabeth Smith, Girard, Pa.
Grace Ward Smith, Franklinville.
Louise May Wiley, Hinsdale.

Lee Claflin Robertson, Fredonia.

Academic Graduates' Course

Mary Bridget Dillon, Belmont.
Frances English, Belfast.

Mary Elizabeth Hartigan, Belmont
Minnie Stecker, Dunkirk.

Grace Coe Teller, Fredonia.

NORMAL KINDERGARTEN COURSE

A very large number of young ladies have entered the new kindergarten course, indicating the immediate recognition of the importance of this course.

FINANCIAL STATEMENT

Receipts

Amount in the hands of local board, August 1, 1895...	\$204 48
Amount received from the State during year, maintenance	22,000 00
Amount received from the State from special appropriation.	1,354 00
Amount received for expense Indian pupils.....	275 00
Amount received for tuition in the several departments,	941 66
Amount received from all other sources.....	16 76
Total.	<u>\$24,791 90</u>

Payments

Amount paid for teachers' salaries in the several departments, during the year commencing August 1, 1895, and closing July 31, 1896.

Total.	\$16,600 00
Expense of Indian pupils.....	275 00
Amount paid for salary of janitor.....	800 00
Amount paid for mileage of pupils.....	254 23
Amount paid for library, text-books and apparatus...	881 30
Amount paid for repairs, and all improvements on buildings, and improvements on grounds.....	2,970 19
Amount paid for incidentals, and all other expenses not above mentioned	2,939 39
Amount in hands of local board, July 31, 1896.....	71 79
Total.	<u>\$24,791 90</u>

Estimate of expenses for the year ending July 31, 1898.

Salaries.	\$17,950 00
Fuel.	2,000 00
Lights	350 00

Water.....	\$150 00
Text-books and apparatus	1,000 00
Supplies	500 00
Repairs and incidentals	2,500 00
<hr/>	
Total	\$24,450 00
Tuition	950 00
<hr/>	
	\$23,500 00
<hr/>	

STATE OF NEW YORK, }
CHAUTAUQUA COUNTY. } ss.:

Lorenzo Morris, president, and Louis McKinstry, secretary, of the local board of managers of the State Normal School at Fredonia, being duly sworn, do say, and each for himself says, that the foregoing report of transactions of said school during the year ending July 31, 1896, is true to the best of his knowledge and belief.

LORENZO MORRIS,
President.

LOUIS MCKINSTRY,
Secretary.

Sworn to before me this 11th day }
of September, 1896.

B. F. SKINNER,
Notary Public.

GENESEO

TWENTY-FIFTH ANNUAL REPORT OF THE LOCAL BOARD OF THE STATE
NORMAL AND TRAINING SCHOOL AT GENESEO.

HON. CHARLES R. SKINNER, *Superintendent of Public Instruction*:

Sir.— The local board of trustees of the State Normal and Training School, at Geneseo, N. Y., in accordance with the requirements of law, herewith transmits its twenty-fifth annual report:

ATTENDANCE

The whole number of students enrolled in the various departments of the school during the year ending, July 31, 1896, was as follows:

Normal department	835
Academic department.....	74
School of practice:	
Intermediate department	210
Primary department	213
	<hr/>
	1,332
	<hr/>

GRADUATES

The whole number of persons who have received diplomas from this school is as follows:

Males	238
Females	1,029
	<hr/>
	1,267
	<hr/>

The number of persons graduated during the year is as follows:

Males	25
Females	135
	<hr/>
	160
	<hr/>

GRADUATES OF 1896

Fannie C. Baker, Geneseo.
 Jessie M. Batterson, Nunda.
 Louise Bettenhause, Utica.
 Merle L. Bishop, Whitesville.
 Charles S. Boatfield, LeRoy.
 Mary C. Broadhead, Rondout.
 Eva Butts, Cuba.
 H. Pearl Barclay, Geneseo.
 Mary Cloonan, Geneseo.
 Frances P. Castle, Canandaigua.
 Sue G. Crafts, Wolcott.
 George M. Egan, Victor.
 Grace Erisman, Wilhelm.
 Ruth Fordham, Geneseo.
 Stella H. Francis, Livonia.
 Emma C. Fitch, East Steuben.
 Mary C. Guy, Mt. Morris.
 Rodney E. Gooding, Geneseo.
 Elizabeth Goode, Geneseo.
 Edward A. Hackett, Geneseo.
 George B. Hickox, Canandaigua.
 Edward D. Hardy, Andover.
 Ray H. Hart, North Rush.
 Roy M. Hart, North Rush.
 M. Adelaide Harkness, Rushville.
 Adelaide Hodges, Geneseo.
 Cora B. Irwin, E. Greenwich.
 L. Ward B. Jackman, Geneseo.

Charles D. Jewell, Conesus Center.
 Carolyn E. La Rouette, Scottsburg.
 Anna L. Lincoln, Geneseo.
 Leonard S. Lyon, Naples.
 Alta Lowe, Batavia.
 Endora Mather, Geneseo.
 Gertrude E. Moule, Riga.
 Mary A. Petrie, Lyndonville.
 Carrie E. Randall, Churchville.
 Howard R. Rector, Geneseo.
 Anna M. Reed, Livonia.
 D. Grace Richardson, Newark.
 Ida B. Richardson, Honeoye Falls.
 Alice L. Smith, Geneva.
 Emma M. Smith, Lyons.
 John Smith, Short Tract.
 Nancy E. Seyter, Corning.
 Erminia J. Smith, Castile.
 Mary A. Shepard, Geneseo.
 Altie J. Tilton, Warsaw.
 Frank D. Warren, Nunda.
 Clara A. Waterbury, Geneseo.
 Frances E. Wicker, Geneseo.
 Agnes Wilson, Groveland.
 Blanche Wise, Geneseo.
 Mabel Wolsey, Canaseraga.
 Jessie L. Woodruff, Avon.
 A. Maude Weeks, Corning.

Scientific Course

Reinforth J. Boddy, North Java.
 Grace O. Braithwaite, Lincoln.
 Walter J. Greene, Ray.
 Mary E. House, Avon.
 Grace B. Johnson, Avon.

Gratia L. Miller, Geneseo.
 Lillian T. O'Connor, Mendon.
 John R. Palmer, Varysburg.
 Josephine E. Smith, Alabama Center.
 Anna N. Streeter, Pike.

John Wheeler, Moscow.

English Course

Flora L. Abell, North Bergen.
 Mary Applin, Dansville.
 Caroline Armstrong, Rochester.
 Rose B. Atherton, Belfast.
 Mary Baird, Clyde.
 Pauline T. Barney, Independence.
 Alice C. Beary, Rye.
 John C. Benedict, Ferguson's Corners.
 Cora E. Bennett, Allegany.
 Elizabeth N. Blodgett, Seneca Falls.
 Maud Brainard, Belfast.
 Agnes D. Brown, Fargo.
 Katherine Brennan, Union Springs.
 May E. Bauer, Batavia.

Bessie A. Buckingham, Wolcott.
 Elizabeth Beardsley, Union Springs.
 Jessie J. Crellin, Macedon Center.
 Laura C. Caffyn, Palmyra.
 Elizabeth Clark, Stone Church.
 Helen B. Cleary, Allen's Hill.
 Ruth M. Clinch, Vernon.
 Emogene Corbin, Friendship.
 Elizabeth Curtiss, Varysburg.
 Lillian Chase, Geneva.
 Anna G. Dunning, Prattsburg.
 Arline Dennison, Geneseo.
 Emma M. Edgar, Geneseo.
 James H. Erskine, Savona.

Susan L. Featherstone, Oak's Corners.
 Ida H. Gash, Bradford, Pa.
 Emily M. Gifford, Newark.
 Inez Greene, Churchville.
 M. Edna Gaffney, Rochester.
 Ida B. Hanna, South Avon.
 Jennie J. Huston, Geneseo.
 Nellie L. Hamilton, Campbell.
 Lillie M. Hannant, Honeoye.
 Alida M. Hills, Rochester.
 Sara Huggins, Lindley.
 Alice L. Hallock, East Bloomfield.
 Maude Hallock, East Bloomfield.
 Rena M. Hunt, Andover.
 Myra B. Ingraham, Mapleton.
 Mary R. Jones, Cheshire.
 Helen B. Jenks, Perry.
 Sara E. Jones, Stittville.
 Mary E. Jones, Stittville.
 Marguerite M. Lally, Lyons.
 Katherine M. Mackin, Lyons.
 Bertha A. Miller, Geneseo.
 Edna B. Moore, Savona.
 Mary L. Murdock, Geneseo.
 Edith G. Morey, Geneseo.
 Anna E. Middaugh, Scio.
 Anna Murphy, Lyons.
 Barbara A. MacLeod, Caledonia.
 Catherine Moriarty, Clyde.
 Anna E. Mahany, Lyons.
 Flora A. Nelson, Hinsdale.
 Anna M. O'Connor, Rochester.

Rose B. Palmer, Clermont, Pa.
 Alsie Partridge, Canandaigua.
 Charles C. Patterson, Dansville.
 Mabel E. Paul, Plymouth.
 Angelina M. Pritchett, Spencerport.
 Eliza J. Powell, Hornellsville.
 Margaret E. Quigley, Dansville.
 Sara A. Ryan, Mt. Morris.
 George W. Rowley, Hampshire.
 Carrie A. Richardson, Cameron.
 Grace E. Richmond, Geneseo.
 Lulu C. Sally, Avon.
 Emma F. Susat, Batavia.
 M. Grace Schneeberger, Irondequoit.
 Elmer J. Seever, Geneseo.
 Nellie E. Shay, Hermitage.
 Lottie M. Smolsey, Union Springs.
 F. Edna Suttles, Fairport.
 Jessie E. Tallman, Batavia.
 Nancy M. Thomas, Pittsford.
 Anna Taylor, Barrington.
 Anja Vickers, Purdy Creek.
 John E. Vincent, Cape Vincent.
 Mary P. Vary, Lima.
 DeWitt S. Wallace, South Avon.
 Ruby A. Wedd, Mortimer.
 Fanny S. West, Geneseo.
 Mary J. Whitney, Wiscoy.
 M. Viola Whitney, Greigsville.
 Genevieve Withington, Springwater.
 Frances A. Whittleton, Medina.
 Loretto Wilkinson, Rochester.

Louise L. Yaeckel, Rochester.

ACADEMIC GRADUATES

Preparatory Collegiate Course

George E. Cullinan, Geneseo.
 Wm. H. Griffith, Jr., Avon.
 Wm. McN. Kittredge, Geneseo.

Chas. A. Lauderdale, Geneseo.
 Thomas W. Morrissey, Caledonia.
 Theodore A. Riley, Geneseo.

Raymond J. Rulifson, Rochester.

LOCAL BOARD

There have been no changes in the local board since the last report. The names of those who compose the local board are as follows:

Hon. Solomon Hubbard, president; William A. Brodie, secretary; Charles W. Fielder, treasurer; Adoniram J. Abbott, Hon. James W. Wadsworth, Col. John Rorbach, William A. Wadsworth, Col. John R. Strang, Dr. Walter E. Lauderdale.

FACULTY

Since the last report no change has occurred in the faculty. The names of the present faculty are as follows:

John M. Milne, A. M., Ph. D., Psychology and Didactics; Hubert J. Schmitz, Ph. D., Natural Sciences; Frank E. Welles, A. M., Ph. B., Ancient Languages; Edward D. Graber, M. S., C. E., Mathematics; Myra P. Burdick, Rhetoric and Literature; Julia R. Bailey, Methods; Emeline S. Curtiss, Grammar and History; Mary E. Burns, Botany, Geography and Composition; Mabel M. Hayward, Drawing and Painting; Sarah Parry, Elocution; Louise M. Abbott, French and German; Bertha E. Paine, Pd. B., Latin and Algebra; Grace P. Taintor, A. B., Latin and Rhetoric; Phebe B. Hall, superintendent of intermediate department; Elizabeth McBride, critic in intermediate department; Ethel A. Haven, critic in intermediate department; Sara A. Goheen, superintendent of primary department; Elizabeth V. Rorbach, critic in primary department; Orphe O. Milmine, critic in primary department; Mary E. Parks, Vocal Music; Harriet J. Fraley, Instrumental Music.

BUILDINGS

Since the last report was submitted, another building has been erected in connection with this school, and it contains the following rooms, viz.: science department, study hall, recitation rooms and gymnasium.

The science department occupies the third floor and is as complete a department as is needed for such work. The study hall, drawing room and two recitation rooms occupy the second floor, and the ground floor is devoted entirely to the gymnasium, dressing rooms and bath rooms. The building is 115x80, and is conveniently connected to the main building by halls which are extensions of the halls in the main building. The building was very much needed in order that the work expected from the teachers might be properly accomplished, and it is believed that the success of the school will be materially advanced by its erection. The heating system has been changed to a hot water system, and all the boilers have been removed from the school buildings and placed in a separate building erected for that purpose. It is evident that this plan insures greater safety and renders damage by explosions and fire practically impossible.

TWENTY-FIFTH ANNIVERSARY

The twenty-fifth anniversary was appropriately observed in Normal Hall on the 30th day of June, and the programme which appears below was the order for the afternoon of that day.

*Twenty-fifth Anniversary of the Geneseo Normal School, Tuesday
June 30, 1896, at 2 o'clock.*

PROGRAM

The Brownies (Tobani).....	Orchestra
Prayer.....	Rev. Dr. J. E. Kittredge
	Geneseo, N. Y.
Address.....	Dr. William J. Milne
	President of State Normal College, Albany, N. Y.
Solo and Semi-Chorus (From Gibby LaCornemeuse).....	Miss Parks
Address.....	Col. John Rorbach
	Member of Board, Geneseo, N. Y.
Jacinta (Moses).....	Orchestra
Address.....	Prof. George C. Shutts
	Class of '79, Whitewater, Wis.
Solo—(a) "Thou Brilliant Bird".....	David
(b) "Slumber Song".....	Heine
	Miss Stone.
Address.....	Dr. Nicholas Murray Butler
	Dean of School of Philosophy, Columbia College, New York.
National Fencibles (Sousa).....	Orchestra.

DETAILED STATEMENT OF THE RECEIPTS AND DISBURSEMENTS FOR
THE YEAR ENDING JULY, 31, 1896.

Receipts

Amount in hands of local board, August 1, 1895....	\$143 91
Amount received from the State during the year commencing August 1, 1895, and ending July 31, 1896, from appropriation for maintenance.....	25,128 44
Amount received from State from special appropria- tion for same time.....	68,873 89
Amount received for tuition in the several depart- ments.....	1,587 80
	<hr/>
	\$95,734 04
	<hr/> <hr/>

Payments

Amount paid for teachers' salaries.....	\$17,800 00
Amount paid for salaries of janitors.....	1,219 99
Amount paid for mileage of pupils.....	1,655 70
Amount paid for library, text-books and apparatus..	964 20
Amount paid for repairs and improvements.....	69,303 73
Amount paid for incidentals.....	4,658 71
Amount in hands of local board, July 31, 1896....	131 71
	<hr/>
	\$95,734 04
	<hr/> <hr/>

Estimate of expenses for the year beginning, August 1, 1897:

Salaries	\$21,900 00
Library and apparatus.....	1,000 00
Repairs	650 00
Text-books and furniture.....	750 00
Insurance, fuel, lights, etc.....	3,100 00
Incidentals	3,000 00
	<hr/>
	\$30,400 00
Less estimated tuition receipts.....	1,200 00
	<hr/>
	\$29,200 00
	<hr/> <hr/>

STATE OF NEW YORK, }
COUNTY OF LIVINGSTON, } ss. :

William A. Brodie, secretary, being duly sworn, says for himself, that he has examined the foregoing statement of receipts and expenditures, and that he believes the same to be correct.

WM. A. BRODIE,
Secretary.

Sworn to before me, this 8th day }
of September, 1896 }

THOS. T. OLMSTED,
Notary Public.

NEW PALTZ

ELEVENTH ANNUAL REPORT OF THE LOCAL BOARD OF THE STATE NORMAL AND TRAINING SCHOOL AT NEW PALTZ

HON. CHARLES R. SKINNER, *Superintendent of Public Instruction*:

Sir.— The local board of the State Normal and Training School at New Paltz, Ulster county, hereby submits its eleventh annual report for the year ending, July 31, 1896:

LOCAL BOARD

No changes have occurred in the local board. It is composed of the following gentlemen:

Hon. Albert K. Smiley, president, Mohonk Lake; Solomon Deyo, secretary, New Paltz; Dr. Charles W. Deyo, treasurer, Kingston; Hon. Jacob LeFever, New Paltz; Hon. George H. Sharpe, Kingston; Hon. Alton B. Parker, Kingston; Josiah J. Has Brouck, New Paltz; Hon. Jacob D. Wurtz, Kingston; Lambert Jenkins, Forest Glen.

On Monday, August 31, since the above was written, Dr. Charles W. Deyo died. He had been treasurer of the local board since the organization of the school, and was an efficient officer and member. Every interest of the school lay very near to his heart, and he was honored and beloved by all who knew him. At a meeting of the board of trustees of the New Paltz Normal School, held on the 5th of September, 1896, the following resolutions were unanimously adopted:

Whereas, For the first time in its history, there is a vacancy in this local board, death having at short warning removed one of our number who for 30 years had been a prominent and influential citizen of this county and ever since its organization the treasurer of this local board; therefore

Resolved, That we tender to the afflicted family of our late associate, Dr. Charles W. Deyo, our sincere sympathy in the sudden bereavement of a kind husband and father.

Resolved, That we commend to the students of the New Paltz Normal School the example of the deceased as that of a self-made man who, without the early favor of fortune or influential friends, had made his way to the front by indomitable perseverance and hard work and discharged with fidelity every public and private trust committed to his charge.

Resolved, That while we shall miss his kindly greetings at our meetings and his unfailing courtesy of manner, we shall hold in kindest memory his efforts to promote the prosperity of the New Paltz Normal School, and we who are left will continue to hope and strive for the building up of the school.

Resolved, That a copy of these resolutions be forwarded by our secretary to the family of our late associate.

The successor of Dr. Charles W. Deyo, as a member of the board, has not been appointed. J. J. Has Brouck, of New Paltz, has been elected treasurer.

FACULTY

Walter S. Lattimer, A. M., Professor of Mathematics, died August 23d. The following memorial was adopted by the faculty.

The faculty of the New Paltz Normal School, of which the late Walter S. Lattimer was a beloved and honored member, desire to express to his family their sympathy in this bereavement, and to testify to their high appreciation of a man by whose loss the world has grown poorer.

Realizing that the tenderest sympathy is unavailing to soften the sorrow of those who were privileged to know him in the intimacy of home life, we nevertheless hope that they may yet find comfort in the thought that he, who was so dear to them, was beloved by all who knew him, and honored as a noble Christian man.

From this short life has radiated an influence which can not be overestimated. In the two years during which Professor Lattimer was associated with this school, he revealed himself most unmistakably as a man of absolute fidelity and integrity, of the highest intellectual and spiritual ideals, and of such wholesome and cheerful standards of daily living as to brighten and purify whatever sphere of life he filled. Both as teachers and friends we feel a sense of personal loss.

We join with all his friends in grateful appreciation of a man who was prepared either to live or to die; and to his immediate family we tender our deepest sympathy, commending them for consolation to the God in whom he had so large a trust and to whose service he had made consecration of all his talents.

The following nomination to fill the vacancy caused by the death of Professor Lattimer was made and approved: Benjamin F. Sharpe, A. M.

The schedule which follows contains the names of the present instructors, and the departments to which they have been assigned:

Frank S. Capen, A. M., Ph. D., principal, Psychology and Didactics; Henry L. Griffis, A. M., Natural Sciences; Benjamin F.

Sharpe, A. M., Mathematics; Villa F. Page, Methods, Elocution and superintendent of schools of practice; Elmer James Bailey, Ph. B., English Language and Literature; K. A. Gage, A. M., Ancient Languages; Mary E. Babbitt, Ph. B., Pd. B., Modern Languages and History; Anna M. Morgan, Drawing and Physical Culture; Jeanette E. Graham, Pd. B., English and Latin; Mary E. Harris, Methods and principal of intermediate department; Franc M. Witter, Methods and principal of primary department; Anna M. Reed, Vocal Music and Criticism; Charlotte E. Reeve, critic in intermediate department; Ella A. Fallon, critic in primary department; Augusta Neinstedt, Instrumental Music.

ATTENDANCE

The whole number of students enrolled in the various departments during the school year ending, July 31, 1896, was as follows:

Normal	339
Academic	28
Intermediate	147
Primary	99
	<hr/>
Total	613
	<hr/> <hr/>

Average number of students in attendance for each department during said year:

Normal	269
Academic	23
Intermediate	112
Primary	68
	<hr/>
Total	474
	<hr/> <hr/>

Average age of pupils in normal department at the time of entering:

Male	19.7
Female	19.7
	<hr/> <hr/>

COMPARATIVE TABLE SINCE THE SCHOOL WAS ORGANIZED IN 1886

	NORMAL STUDENTS		ACADEMIC STUDENTS		PRACTICE SCHOOL		TOTAL NUMBER OF STUDENTS		Normal Graduates	Mileage Paid
	Registration	Average Attendance	Registration	Average Attendance	Registration	Average Attendance	Registration	Average Attendance		
— 1886...	39	37	22	20	28	23	89	80		
1886-1887...	80	63	31	24	76	49	187	136	5	\$ 79 38
1887-1888...	113	78	31	18	270	181	414	277	23	181 95
1888-1889...	125	95	31	23	274	183	430	301	41	257 36
1889-1890...	139	106	18	14	273	190	430	310	30	310 68
1890-1891...	191	147	18	13	208	145	417	305	31	478 11
1891-1892...	227	171	16	13	277	180	520	363	42	501 68
1892-1893...	209	174	29	22	272	188	510	384	29	468 28
1893-1894...	263	213	30	23	253	166	546	402	57	555 72
1894-1895...	317	256	21	14	274	200	612	470	47	614 14
1895-1896...	339	270	28	23	246	182	613	474	59	664 19

GRADUATES

Number of graduates during 1895-1896:

Normal department	59
-------------------------	----

The whole number of persons who have received normal diplomas from the school is as follows:

Males	57
Females	288
Total	345

GRADUATES OF 1896

Classical Course

Hope Lippincott Haines, Ulster county.	Carolyn Sarah Reed, Westchester county.
Alfred Adelbert Jones, Queens county.	Mary Evelyn Sinsabaugh, Orange county.
Adela Fredericka Mardorf, Rockland Co.	Mabel Frances Starck, Queens county.
Ida Rosalie Palen, Ulster county.	Agnes Elizabeth Walsh, Ulster county.
Eugene McKee Weeks, Queens county.	

Scientific Course

Jennie Abrams, Ulster county.

Advanced English Course

Jane Elizabeth Adee, Ulster county.	Helen Irene Briggs, Greene county.
Anna Stanton Agnew, Ulster county.	Ellen Anastasia Burns, Dutchess county.
Mary Powell Allen, Queens county.	Alice Massey Buckley, Dutchess county.
Kate Maltby Ayers, Ulster county.	Eugene Priester Budd, Dutchess county.
Edwin Washington Baker, Putnam county.	Clara Miller Davis, Suffolk county.

Charlotte DuBois, Ulster county.	Harriet Parsell, Ulster county.
Bertha Inez Hawkins, Suffolk county.	Ella Louise Parks, Queens county.
Martha Elting Halstead, Ulster county.	Mary Agnes Reilly, Orange county.
Mabel Augusta Hale, Ulster county.	Elsie Reville, Orange county.
Emelia Rose Heitlinger, Rockland county.	Grace Willis Reynolds, Ulster county.
William Claude Heaton, Ulster county.	Ida May Rumph, Orange county.
Evelyn Margaret Hover, Columbia county.	Catherine Saulpaugh, Ulster county.
Winfred Inglis, Rockland county.	Sophia Stevens, Suffolk county.
Georgia Jenkins, Ulster county.	Laura A. Swift, Orange county.
Anna Agnes Lucy, Ulster county.	Anna Hasbrouck Tamney, Ulster county.
Maude Luckey, Orange county.	Frances Elmira Tryon, Orange county.
Anna S. Miller, Columbia county.	Grace Westfall, Sullivan county.
Grace Darling Mosher, Ulster county.	Harrison Sheldon Williams, Dutchess Co.
Martin Cornelius Nilon, Ulster county.	Frank Thomas Willigan, Ulster county.
Mary Caroline Patterson, Orange county.	Anthoretta Conklin Wygant, Ulster Co.

Elementary English Course

Jean Ruth Benjamin, Greene county.	Palmer Jay Jones, Otsego county.
Gertrude Rebecca Gardner, Green Co.	Anna Carpenter New, Columbia county.
Maella S. Hasbrouck, Ulster county.	Clara Lucy Patterson, Oneida county.
Jessica Comstock Greene, Orange county.	Kathryn May Tucker, Tioga county.
Winifred Arabella Wood, Jefferson county.	

The graduates mentioned above represent fifteen counties of the State, namely, Columbia, Dutchess, Greene, Jefferson, Oneida, Orange, Otsego, Putnam, Queens, Rockland, Suffolk, Sullivan, Tioga, Ulster, Westchester.

Detailed statement of receipts and disbursements of the State Normal and Training School at New Paltz, for the year ending July 31, 1896.

Receipts

In hands of local board, July 31, 1895.....	\$35 59
Received for maintenance	19,000 00
Received for tuition	1,043 95
Received from supervisor	618 44
Received from State for Indian pupils.....	200 00
Received from all other sources.....	216 89
Total	<u>\$21,114 87</u>

Payments

Paid for teachers' salaries.....	\$14,900 00
Paid for janitor	800 00
Paid for mileage of normal pupils.....	330 05
Paid for library, text-books and apparatus.....	622 36
Paid for all other expenses.....	4,376 30
Amount in hands of local board.....	86 16
Total	<u>\$21,114 87</u>

Estimate of the necessary expenses for salaries and for maintenance for the year commencing August 1, 1897.

For salaries of teachers	\$16,600 00
For salary of engineer and janitor.....	800 00
For books, apparatus and periodicals.....	700 00
For repairs and improvements.....	500 00
For furniture and repairing same.....	500 00
For fuel, lights and water rent.....	1,200 00
For other expenses	4,635 00
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Total.....	\$24,935 00
Less estimated amount of tuition.....,.....	900 00
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	\$24,035 00
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STATE OF NEW YORK,)
COUNTY OF ULSTER,) ss. :

Albert K. Smiley, president of the local board, and Solomon Deyo, secretary, being duly affirmed, say, and each for himself says, that he has examined the foregoing exhibits of receipts and expenditures, and that he believes the same to be correct.

ALBERT K. SMILEY,
President.

Affirmed before me, this 21st
day of September, 1896. }

SANFORD A. CROSS,
Notary Public.

SOLOMON DEYO,
Secretary

Affirmed before me, this 15th
day of September, 1896. }

JOHN SCHMID,
Notary Public.

ONEONTA

ANNUAL REPORT OF THE LOCAL BOARD OF THE STATE NORMAL AND TRAINING SCHOOL AT ONEONTA

HON. CHARLES R. SKINNER, *Superintendent of Public Instruction*:

Sir.—The local board of the State Normal and Training School at Oneonta, in accordance with the requirements of law, respectfully transmits its annual report for the year ending July 31, 1896:

LOCAL BOARD

No change has occurred in the local board since the last annual report. The members of the board as at present organized are as follows: William H. Morris, president, Oneonta; Hon. Hartford D. Nelson, secretary, Oneonta; David Whipple, treasurer, Oneonta; Hon. Walter L. Brown, Oneonta; Hon. James Stewart, Oneonta; George I. Wilber, Oneonta; Eugene Raymond, Oneonta; Willard E. Yager, Oneonta; Reuben Reynolds, Oneonta; George Kirkland, Oneonta; Frederick A. Mead, Albany; Hon. Hobart Krum, Schoharie.

FACULTY

Subsequent to the end of the last school year and before the opening of the current school year, Percy I. Bugbee and Wilbur H. Lynch presented their resignations. The former resigned to take a position on the institute faculty of the State and the latter to enter Harvard University for more advanced work. Professor Bugbee was one of the original members of the normal faculty. He was a teacher of marked earnestness and efficiency. His personality will prove a rich legacy to the school. Professor Lynch, principal of the intermediate department and instructor in gymnastics, was one of the graduates of the second class of this school. The local board passed resolutions complimentary both to their work and worth.

Arthur M. Curtis, a graduate of Cornell University, was chosen in place of Percy I. Bugbee. Professor Curtis had earned a wide-reaching reputation as principal of the schools at Liberty and Mount Morris, and had proved his excellence as teacher of mathematics. Charles A. Schumaker, a graduate and post-graduate of Yale University, was appointed in place of Wilbur H. Lynch, as principal of the intermediate department and instructor in physical culture. During the school year Miss Alice Gray Bothwell resigned, and has become Mrs. Henry Kohlmetz. At the end of

the school year Miss Winifred Parsons resigned to become Mrs. Edward E. Ford, of Oneonta; and Miss Grace Bell Latimer to become Mrs. Frank Merrick, of West Roxbury, Mass. In place of Miss Bothwell, Dr. Schumaker was transferred to the chair of English. Charles J. Staples, of Amherst, was chosen to fill the place made vacant by this transference. Miss Wincha Collom, of the Emerson School, of Boston, was elected to succeed Miss Parsons; and Miss Frances Tappan, of Cornell, to succeed Miss Latimer. Miss Gertrude Coddington, of Wellesley, was elected assistant in mathematics and languages.

ATTENDANCE

The whole number of students enrolled in the various departments of the school during the year ending July 31, 1896, was as follows:

Normal department.	576
Academic department.	39
Training department:	
Intermediate department.	153
Primary department.	122
	<hr/>
Total.	890
	<hr/> <hr/>

The average attendance for each of the departments for said year was as follows:

Normal students.	450
Academic students.	23
Training department:	
Intermediate pupils.	132
Primary pupils	79
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Total.	686
	<hr/> <hr/>

GRADUATES

The graduates during the year were as follows:

Classical Course

Caroline Aurora Annable, Syracuse.	James Franklin Carragan, Spencertown.
Byron Warren Baker, Oneonta.	William Thomas Chapman, Palmyra.
Margaret Edith Barnes, Sauquoit.	Edna Emilla Clark, Onondaga Valley.
Lynn Staley Beals, Oneonta.	Henry Howell Davies, Holand Patent.
Mary Berrigan, Onondaga Castle.	Sarah Teresa Driscoll, Whitney's Point.
Nina May Bogart, Binghamton.	Helen Frances Edmonds, South Edmeston.
James Brisbane, Arena.	Adaline Eldredge, Sharon Springs.
Caroline Della Burr, Babylon.	Florence Everett, Worcester.
George Major Burr, Oneonta.	Philena Belle Fletcher, Bainbridge.
LeMoine Hamlin Candee, Holland Patent.	Cora Belle Gould, Hancock.

Lee Franklin Hanmer, Reading Centre.
 Albert Samuel Haynes, Harpersville.
 Lula Henry, Central Bridge.
 Hubert Winfield Hess, Masonville.
 Hannah Margaret Hunt, Bronxdale.
 Evelyn Myrtle Jacox, Binghamton.
 Bertha Eliza Johnson, Fergusonville.
 Harriet A. Johnson, Fergusonville.
 Teresa Anna Kelley, Clinton.
 Harriet Crandall Kniskern, Sanford.
 Grace Lou Leonard, Palmyra.
 Henry Dewhurst McLaury, Oneonta.
 Katharine Pauline Morrison, Bath.
 Louis S. Odell, Moravia.
 Florence May Potter, Hartwick.

Sidney Emerson Potter, Hartwick.
 Grace Maud Redmond, Camillus.
 Grace LuVerne Rugg, Oxford.
 Martha Belle Scott, Hobart.
 Helen Sherlock, Deposit.
 Charles Silas Sincerbeaux, Moravia.
 Nora May Telford, Hobart.
 Theodore Titsworth, Groveland.
 Harriet Underwood, Johnstown.
 Frederick Raymond Whitman, Islip.
 Helen Marguerita Wilcox, Oneonta.
 Myra Goodrich Wilcox, New York.
 Mary Augusta Williams, Port Leyden.
 George Wohlleben, Oneonta.
 Eva Wright, Oneonta.

Scientific Course

Maud Blanchard, Oneonta.
 Mabelle Mina Boynton, Oneonta.
 Harriet Esther Buckley, Unadilla.

Marion Yager, Oneonta.

English Course

Hannah Anderson, Callicoon Depot.
 Gertrude Arthur, East Steuben.
 Jane Anne Baker, Arena.
 Emma Elizabeth Beardslee, Bronxdale.
 Elizabeth Benham, Newark Valley.
 Netta May Burton, North Harpersfield.
 Mary Euphemia Clark, Portlandville.
 Estelle Maud Collison, Corona.
 Blanche Cornell, Mount Vernon.
 Charles Henry Davis, Afton.
 Mary Deyo, Worcester.
 Elizabeth Marie Fisher, Tuckahoe.
 Anne Thekla Fitzgerald, Glenmore.
 Grace Vall Gibney, Pawling.
 Margaret Agnes Gubbins, Glenmore.
 Elizabeth Chase Hawkins, Brook Haven.
 Cora Jeannette Herron, Stamford.
 Margaret Enid Hoyer, Downsville.
 Gertrude Jones, Utica.
 Sara Elizabeth Jones, Palmyra.
 Emelene Kessler, Woodside.
 Emily Lengfeld, Broadalbin.

Susanna Hopkins MacFarland, Salem.
 Mary Augusta McLean, Oneonta.
 Grace Lucile Mallery, Oneonta.
 Stella Maure, Richmond Hill.
 Grace Elizabeth Patterson, Mount Vernon.
 Lena Mae Pope, Centre Lisle.
 Alice Marie Randall, Islip.
 Nella Amoret Reed, Garrattsville.
 Clara Louise Rowe, Camillus.
 Minna Loretta Sawyer, Spencertown.
 Elizabeth Stanclift, Spencer.
 Sara Stevenson, Salem.
 Elizabeth Merriam Sutherland, Ghent.
 Anna M. Taylor, Blaine.
 Eunice Mills Taylor, Oneonta.
 Grace Torrey, Batchellerville.
 Ella Van Deusen, Worcester.
 Anna May Van Schaick, Sharon Springs.
 Minna Callista Walker, Owego.
 Caroline Abigail Westcott, Fair Haven.
 Wood, Alta Burr, Gloversville.
 Helen Young, South Otselic.

ACADEMIC GRADUATES

Classical Course

Mary Stuart Townsend, Oneonta.

Florence May Ford, Oneonta.

English Course

Malcolm Edward Baxter, Oneonta.

Detailed statement of receipts and expenditures of the State Normal and Training School at Oneonta, N. Y., for the year ending July 31, 1896.

Receipts

Amount in hands of local board, August 1, 1895.....	\$2,104 96
Amount received from appropriation for maintenance.	22,000 00
Amount received from special appropriations.....	37,977 25
Amount received from tuition in all departments...	1,778 00
Total.	<u>\$63,860 21</u>

Payments

Amount paid for teachers' salaries.....	\$17,080 00
Amount paid for salary of engineer.....	800 00
Amount paid for salary of janitor.....	600 00
Amount paid for mileage of pupils.....	2,281 44
Amount paid for library, text-books and apparatus,	12,517 61
Amount paid for repairs and improvements.....	25,457 30
Amount paid for incidentals.....	4,375 08
Amount in hands of local board, July 31, 1896.....	748 78
Total.	<u>\$63,860 21</u>

Estimate of expenses for the year beginning August 1, 1897:

Salaries	\$21,600 00
Library and apparatus.....	1,650 00
Repairs and improvements.....	750 00
Furniture and text-books.....	650 00
Insurance, fuel, light, etc.....	2,750 00
Incidentals	1,300 00
	<u>\$28,700 00</u>
Less estimated tuition receipts.....	1,800 00
	<u>\$26,900 00</u>

STATE OF NEW YORK, {
COUNTY OF OTSEGO, { ss.:

William H. Morris, president of the local board, and Hartford D. Nelson, secretary, being duly sworn, say, and each for himself says, that he has examined the foregoing statement of receipts and expenditures, and that he believes the same to be correct.

WILLIAM H. MORRIS,
President.
HARTFORD D. NELSON,
Secretary.

Sworn to before me, this 9th {
day of November, 1896. {
FRED L. LARRABEE,
Notary Public.

OSWEGO

ANNUAL REPORT OF THE OSWEGO STATE NORMAL AND TRAINING SCHOOL FOR THE YEAR ENDING SEPTEMBER 30, 1896

HON. CHARLES R. SKINNER, *Superintendent of Public Instruction*:

Sir.—The local board of the Oswego State Normal and Training School herewith submit to you their annual report for the year ending July 31, 1896:

LOCAL BOARD

Since the last report the board has met with a serious loss in the death of Hon. Abner C. Mattoon.

Mr. Mattoon had been an active, influential member from the time of the organization of the Normal School to the time of his death, November 20, 1895. He always took a deep interest in the prosperity and success of the school, was rarely absent from the meetings of the board, and as chairman of the committee on library and apparatus, one of the most important committees of the board, he rendered much valuable service to the school. At a special meeting of the board called for the purpose on the day after his death the following resolutions were unanimously adopted:

Resolved, That the members of the local board of the Oswego State Normal School have heard with sorrow of the death of the Honorable A. C. Mattoon, who, after protracted illness, yesterday departed this life, leaving a record which well deserves to be recalled by his late associates.

For nearly half a century he had been a resident of this city, and during all that time to his last illness, he had been active and influential in all movements for the development of its varied interests. Naturally self-reliant and energetic, resourceful, prompt in decision, and tenacious of purpose, these qualities which marked the prosecution of his private affairs, were at the service of the public, when called, as he frequently was, to positions of public trust.

The part which he enacted in the affairs of the city, and the esteem in which he was held by his fellow citizens is best shown by recalling some of the more important of the places he filled. He was a member of the board of supervisors from 1852 to 1854, and of the board of education from 1853 to 1868. He was a member of the war committee of the county from 1862 to the close of

the war and in that position rendered constant and important service. He was a member of the Assembly in 1863 and 1864 and of the State Senate in 1868 and 1869. He became a member of this board at its organization in 1867 and continued such until his death. His opportunities for education in youth were very limited, but the defects arising therefrom were overcome by reading and study. His sense of the importance of education to the young, quickened by his own experience, made him through his whole life in our city an earnest friend of every movement to improve our public schools. Before the organization of our board of education he was active in the effort to improve the school system of the city, and as a member of one or other of the great school boards of the city, from 1853 to his death, he was indefatigable in his labors to that end.

To his memory, as a citizen, as a man, and as a friend we extend our tribute, and to his family our sympathy in their great loss.

Resolved, That a copy of these resolutions be sent to the family of the deceased, and also furnished to our daily papers, and that the same be entered at length upon the records of the board.

Mr. George T. Clark was subsequently appointed to fill the vacancy occasioned by the death of Mr. Mattoon.

The following are the names of members of the board as at present organized:

Gilbert Mollison, president; John Dowdle, secretary; Theodore Irwin, treasurer; Frederick O. Clark, Alanson S. Page, John C. Churchill, S. Mortimer Coon, Lawrence Clancy, Edwin Allen, George B. Sloan, John A. Place, Washington T. Henderson, George T. Clark.

FACULTY

The following is a list of the names of the faculty as at present organized:

Edward A. Sheldon, A. M., Ph. D., Hamilton College, Oswego State Normal and Training School, Didactics.

Isaac B. Poucher, A. M., Hamilton College, Albany State Normal School, Arithmetic, Algebra, Geometry and Trigonometry.

Charles S. Sheldon, Oswego State Normal and Training School, Botany, Zoölogy and Chemistry.

Charles B. Scott, A. M., Rutgers College, Geology and Mineralogy, Physical Geography, Astronomy and Methods in Nature study, and supervision of same in the school of practice.

Richard K. Piez, Baltimore Manual and Training School, Drawing and Manual Training, and Physics.

Amos W. Farnham, Oswego State Normal and Training School, Method of Teaching Geography and Arithmetic and Superintendent of School of Practice.

Mary E. Laing, Oswego State Normal and Training School, Philosophy and History of Education, Ethical Culture, Methods of Teaching English Grammar and Reading.

Caroline L. G. Scales, Wellesley College, History, Literature, Rhetoric and Composition, and Methods of Teaching United States History.

Lydia E. Phoenix, M. A., M. O., State Normal School, Mansfield, Pa.; Oberlin College, Emerson College of Oratory, Boston, Mass.; Reading, Physical Culture, Vocal Music, and Physiology and Hygiene.

Mary H. McElroy, Oswego State Normal and Training School, Principal of Senior School of Practice, Critic in School of Practice, and Assistant in Composition and Rhetoric.

Elizabeth Salmon, Oswego State Normal and Training School, Principal of Junior School of Practice, Assistant Teacher of Drawing and Critic in School of Practice.

Annie L. Harwood, Oswego State Normal and Training School, Oberlin College, English Grammar, Assistant in Literature and History, and Critic in Literature and History in School of Practice.

Amanda P. Funnelle, Oswego State Normal and Training School, Principal of Kindergarten Department, and teacher of Kindergarten methods.

Josephine C. Bunker, Oswego State Normal and Training School, assistant in Kindergarten Department.

Anna J. Flynn, Oswego State Normal and Training School, Principal of Primary Department of School of Practice, and Critic in Music and Physical Culture in School of Practice.

Mary L. O'Geran, Oswego State Normal and Training School, General Assistant in School of Practice, Teacher of Penmanship in the Normal Department, and Critic of the same subject in the School of Practice.

Edward D. Griswold, assistant to Mr. Piez in the Department of Manual Training.

M. Estelle Horton, assistant in office.

GRADUATES

Number of graduates from the normal department the past year	71
Total number of graduates since the organization of the school.	1,902
Number of graduates from the kindergarten department during the year.....	18
Total number since the organization of the school.....	128

LIST OF GRADUATES FOR THE TERM ENDING FEBRUARY 4, 1896

English Course

Ina E. Blodgett.
 Clara J. Churton.
 Florence M. Doolittle.
 Margaret A. Duguid.
 Nettie A. French.
 Bridgett A. Gibbons.
 DeEtte Howard.
 Bruce E. Ingersoll.
 Hannah Jenkins.
 Alice I. Keeney.
 Maud M. Keeney.
 Daniel B. Lane.

Frances M. Lewis.
 Catherine E. Lyon.
 Nellie R. MacDonald.
 Cornelia Maynard.
 Elizabeth Merritt.
 Lulu J. Quinn.
 Gertrude E. Schriver.
 Warden Snyder.
 Henrietta Stilman.
 Nellie M. Studwell.
 M. Winifred Turner.
 Vanelia Ufford,

Harriet C. Whitaker.

Classical Course

Hattie E. Schulz.

Herbert J. Smith.

Grace B. Williams.

Kindergarten Course

Mary A. Allen.
 Stella H. Barnes.
 Helen A. Blackwood.
 Edna M. Field.
 Jean E. Galbraith.
 Martha L. Gaylord.

Betsey C. Kellogg.
 Jeannette B. Root.
 Belle Spraggon.
 Caroline W. Thrall.
 Bertha L. Young.
 Cora L. Young.

Grace I. Quennard.

LIST OF GRADUATES FOR TERM ENDING JUNE 29, 1896

English Course

Rose E. Bachelor.
 M. Angelica Baker.
 Charles S. Banks.
 Lena M. Bass.
 Louise T. E. Beekman.
 Eloise A. Bell.
 Edna T. Cook.
 Mary Gertrude Crahan.
 Annie R. Cushion.
 Florence E. Davis.
 Ada Dickerson.
 Alice H. Dickinson.
 Helen L. Douglas.
 Marian F. Downes.
 Eunice C. Flanders.
 Ilma E. Fox.
 Minnie A. French.
 Violet C. Goble.

Minnie A. Goodell.
 M. Nellie Healy.
 Florence M. Hicks.
 Catherine M. Holland.
 Jennie Jackson.
 Sarah W. Kellogg.
 Teresa A. Kelly.
 Emily R. Kiblin.
 Sara M. Lovejoy.
 Harriet E. McKay.
 Katherine A. Norris.
 Anna C. Palmer.
 Fannie I. Pierce.
 Elizabeth C. Powell.
 Adeline D. Preston.
 Eva M. Schermerhorn.
 Louisa Tallchief.
 Jennie C. Van Norstrand.

M. Gertrude Yeckley.

Classical Course

Cora B. Drew.
Anne A. Stanley.

Carrie E. Tambling.
Edith May Tufts.

Kindergarten Course

Elsie Horton.
Helen M. Knowles.

Katherine A. Slater.
Edyth J. Turner.
Lucy A. Williams.

ATTENDANCE

Total number of pupils registered during the past year in the normal department.....	385
Average attendance.....	306
Average number of pupils registered in the school of practice	461

FINANCIAL STATEMENT

Receipts

Amount received from State (general).....	\$24,184 00
Amount received from State (special).....	5,272 83
Amount received from tuition.....	2,536 00
Amount received from Regents of University (library),	200 00
Amount received for education of Indian girl.....	60 00
Total.	<u>\$32,252 83</u>

Disbursements

Salaries.	\$17,325 00
Janitor.	584 00
Mileage.	1,074 78
Repairs and improvements.....	898 01
Library.....	1,386 21
Apparatus.	574 24
Miscellaneous expenses.....	5,137 76
Special appropriation.....	5,272 83
Total.	<u>\$32,252 83</u>

An estimate of the necessary running expenses for year beginning August 1, 1897:

For payment of teachers based on present appointment.	\$18,435 00
For payment of assistant in office.....	400 00

For payment of janitor	\$584 00
For payment of assistant janitress.....	200 00
For repairs and improvements.....	1,264 00
For library and apparatus including text-books....	2,350 00
Incidental expenses, including insurance, labor, fuel, gas, water.....	5,440 00
<hr/>	
Total.	\$28,673 00
Deduct possible tuitions.	2,536 00
<hr/>	
Total.	\$26,137 00
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The above estimate is made on the actual necessities of the school, based on the present expenditures, and obligations entered into with teachers, and the repairs that are required for the preservation of the building. Any reduction of the above amount is sure to embarass the board in the running expenses of the school.

GILBERT MOLLISON,
President.

JOHN DOWDLE,
Secretary.

STATE OF NEW YORK, }
CITY AND COUNTY OF OSWEGO } ss.:

Personally appeared before me, Gilbert Mollison and John Dowdle and made affidavits that they signed the above statement, and that it is correct.

GEORGE T. CLARK,
Notary Public.

PLATTSBURGH

SIXTH ANNUAL REPORT OF THE LOCAL BOARD OF MANAGERS OF THE STATE NORMAL AND TRAINING SCHOOL AT PLATTSBURGH

HON. CHARLES R. SKINNER, *State Superintendent of Public Instruction:*

Sir.—The local board of managers of the State Normal and Training School at Plattsburgh, as required by law, respectfully transmits its annual report for the year ending July 31, 1896:

LOCAL BOARD

No change has occurred in the membership or officers of the local board during the year. The board as at present organized comprises the following members:

Hon. John B. Riley, president, Plattsburgh; Hon. Everett C. Baker, secretary, Plattsburgh; Hon. George S. Weed, treasurer, Plattsburgh; Hon. Alexander Bertrand, Plattsburgh; Hon. Henry G. Burleigh, Whitehall; Hon. Alfred Guibord, Plattsburgh; Charles F. Hudson, Plattsburgh; Hon. S. Alonzo Kellogg, Plattsburgh; David Sherwood Kellogg, A. M., Plattsburgh; Hon. Rowland C. Kellogg, Elizabethtown; Hon. Stephen Moffit, Plattsburgh; Hon. Lucian L. Shedden, Plattsburgh; Hon. William C. Stevens, Malone.

INSTRUCTORS

At the close of the school year, Miss Helen M. Palmer, one of the original members of the faculty, resigned the position of teacher of Modern Languages and Miss Alice E. Robbins, B. L., a graduate of Smith College and a former teacher in the Franklin Academy at Malone, was appointed to succeed her. A kindergarten department was also established and Miss Maude C. Stewart, a graduate of the State Normal College, appointed as teacher. The corps of instructors as at present constituted is as follows:

Edward N. Jones, A. M., Ph. D. (Hamilton), Didactics; George H. Hudson, Sciences; George K. Hawkins, A. M. (Union), Mathematics; David A. Lockwood, A. M. (Illinois Wesleyan), Ancient Languages; Eliza Kellas, Methods; Alice E. Robbins, B. L. (Smith), Modern Languages; Theodora Kyle, A. B. (Wellesley), History, Rhetoric and Literature; Josephine A. Greene, Drawing and Penmanship; Alice L. O'Brien, Elocution and Physical Culture; S.

Mae Hapgood, Music; Sara F. Bliss, principal, School of Practice; Lucy E. Tracy, Critic, Geography Methods; Louise A. Perry, Critic; Maude C. Stewart, Kindergarten; Anna J. O'Brien, assistant secretary and librarian.

The following students were graduated during the year:

Classical Course

Benjamin Elliott Birge, Schuyler county.	Mary Elizabeth Looby, Clinton county.
Nellie Perry Burnham, Franklin county.	Samuel Dougan McClellan, Essex county.
Helen Grace Hutchins, Franklin county.	Jennie McElroy, Washington county.
Lydia Independence Jones, Clinton county.	Evelina Cecile Smith, Clinton county.
Ermina Minerva Whitley, Clinton county.	

English Course

Susan Sarah Ames, Essex county.	Ellen Margaretta Kennedy, Washington Co.
Mary Blakeley, Rensselaer county.	Jennie Josephine Lengfeld, Clinton county.
Caroline Wilhelmina Bloom, Saratoga Co.	Susan Hannah Mansfield, Essex county.
Mary Viall Campbell, Saratoga county.	Laura Cordelia Marsh, Clinton county.
Ada Rose Clark, Clinton county.	Anne Loretto McCloskey, Saratoga county.
Margaret Marian DeCora, Clinton county.	Mary Agnes McVeigh, Saratoga county.
Mona Evangeline Deuel, Saratoga county.	Mary Lillian Morris, Franklin county.
Elizabeth Frances Gorman, Saratoga Co.	Annis Curtis Perry, Saratoga county.
Anna Bessie Hoag, Essex county.	Mary Ellnor Quirk, Clinton county.
Anna Lotta Ingalls, Washington county.	Isabelle Jean Sleight, Washington county.
Bertha May Justin, Clinton county.	Frank Levi Waters, Clinton county.

ATTENDANCE

Whole number of normal students.....	216
Average attendance of normal students.....	150
Whole number of model school students.....	196
Average attendance of model school students.....	127

Receipts

Amount in hands of local board, August 1, 1896....	\$2,412 47
Amount received from the State year ending July 31, 1896	20,800 00
Amount received from State from special appropriation	50,000 00
Total	\$73,212 47

Payments

Amount paid for teachers' salaries.....	\$15,000 00
Amount paid for salary of janitor.....	998 00
Amount paid for library, text-books and apparatus..	1,615 85
Amount paid for mileage of pupils.....	494 30

Amount paid for repairs and improvements on buildings and grounds	\$35,741 15
Amount paid for incidentals and other expenses not above enumerated	6,481 74
Amount in hands of local board, July 31, 1896.....	12,881 43
Total	\$73,212 47

Estimates for 1897-98

Teachers' salaries	\$16,400 00
Librarian	500 00
Janitor	800 00
Care of grounds	300 00
Fuel	1,500 00
Light	400 00
Water rent	225 00
Library, text-books and apparatus.....	1,000 00
Repairs, supplies and incidentals.....	1,000 00
Total	\$22,125 00
Less estimated amount tuition.....	825 00
Total	\$21,300 00

STATE OF NEW YORK, }
COUNTY OF CLINTON, } ss.:

John B. Riley, president of the local board, being duly sworn, says, that he examined the foregoing statement of receipts and expenditures, and that he believes the same to be correct.

JOHN B. RILEY,
President.

Subscribed and sworn to before me, }
this 14th day of November, 1896. }

R. E. HEALEY,
Notary Public.

STATE OF NEW YORK, }
COUNTY OF CLINTON, } ss.:

Everett C. Baker, secretary of the local board, being duly sworn, says, that he has examined the foregoing statement of receipts and expenditures, and that he believes the same to be correct.

EVERETT C. BAKER,
Secretary.

Subscribed and sworn to before me, }
this 17th day of November, 1896. }

LOTTA STREVELL,
Notary Public.

POTSDAM

TWENTY-SEVENTH ANNUAL REPORT OF THE LOCAL BOARD OF THE STATE NORMAL AND TRAINING SCHOOL AT POTSDAM

HON. CHARLES R. SKINNER, LL.D., *Superintendent, Department of
Public Instruction, Albany, N. Y.:*

Sir.—The local board of the State Normal and Training School at Potsdam respectfully submits herewith its annual report for the year ending July 31, 1896:

LOCAL BOARD

At the annual meeting of the board the resignation of Rev. Absalom G. Gaines, D.D., LL.D., was tendered and accepted. For some time past Dr. Gaines has felt that his health did not permit him to take an active part in the supervision of the interests of the school, and hence he has repeatedly asked to be relieved from his position as a member of the board, but the board has felt reluctant to lose the counsel of one who has been so actively connected with the development of the institution. Dr. Gaines was appointed a member of the board in 1879, to succeed Rev. Ebenezer Fisher, D.D., one of the original members. His familiarity with school life as President of the St. Lawrence University, and his personality, have made him of great service in the councils of the board. The following preamble and resolutions were adopted by the board:

WHEREAS, Absalom G. Gaines, for the past seventeen years a faithful and universally esteemed member of the local board of this school, has this day tendered his resignation because of ill health and pressure of educational duties in connection with the St. Lawrence University;

Resolved, That we, the remaining members of this local board, in annual meeting assembled, reluctantly accept the resignation of President Gaines, and desire to express our deep regret at his retirement from this board, to make official note of our high esteem and appreciation of his ever helpful and efficient services.

Resolved, That in parting with President Gaines we wish, in behalf of the Department of Public Instruction, the school and this board, to give expression to the well-merited value and the real worth which we place upon the ripe counsel, the unfaltering loyalty, the genial ways, which have uniformly characterized his labors during his long connection with this board and school.

Resolved, That this minute be entered upon the permanent records of this school and that a copy be forwarded to President Gaines.

To fill the vacancy made by the resignation of Dr. Gaines, Mr. George W. F. Smith, A.B. (Yale '79), one of the active business men of Potsdam, was appointed. Mr. Smith is an alumnus of this normal school, graduating in the class of '73. As principal of Union schools, teacher in normal schools, in the University of Kansas and in our own school ('81-2) he is pre-eminently fitted for a seat in the supervising councils of the school.

The board as at present constituted consists of the following members: Gen. E. A. Merritt, LL.D., president; Hon. J. G. McIntyre, A.M., secretary; George H. Sweet, A.M., LL.B., treasurer; Jesse Reynolds, M. D.; Hon John I. Gilbert, A.M., LL.D.; Hon. William R. Weed, Hon. John A. Vance, Thomas Spratt, Esq., George W. F. Smith, A. B.

FACULTY

The following changes have been made in the faculty: The resignation of Mrs. Helen L. Bartlett as principal of the intermediate department and teacher and critic of geography methods, was tendered and accepted at the annual meeting June 23. Mrs. Bartlett has been a great favorite with the pupils, who have learned from her cheerful presence how to accomplish large tasks with happy hearts. We congratulate ourselves that her influence will not be lost to the school in her relation as the wife of Professor Bond. To the vacancy caused by her resignation, Miss Adelaide Norris, a classical graduate, class of '83, was elected. Miss Norris has taught at Mt. Kisco, N. Y., Minneapolis, Minn., and for seven years has been principal of the Mt. Kisco Union School, to which she was recalled in '89. A teacher of large experience and marked executive ability, she brings to the department a practical knowledge of the needs of the public schools.

To meet the demand for an enlarged teaching force, Miss Katherine M. Kellas, a classical graduate of this school, class of '92, was elected. Since her graduation, Miss Kellas has had charge of training classes, which experience especially fits her for the work to which she has been assigned.

The demand for kindergartners and the repeated applications for such training has demonstrated to the board the necessity of such a department in this school, but the lack of room has made it necessary to defer such work. The increased appropriation and the encouragement given by the last Legislature that the building will be enlarged to meet the needs of the school, induced the board to open a kindergarten department under their supervision. For this purpose, rooms have been secured on the ground floor of the

opera-house, adjoining the campus, and Miss Ruth E. Tappan, A. B., of the Chicago Kindergarten College, has been placed in charge. This temporary arrangement seemed necessary to meet the demand of the times, but it will in no sense meet the permanent needs of the school. It is important that suitable provision be made for this important department of professional training.

The following is a list of the names of the faculty, with their respective departments:

Thomas B. Stowell, A. M., Ph. D., Principal, History and Philosophy of Education; Amelia Morey, Preceptress, English Language and Methods; Warren Mann, A. M., Natural Science and Methods; Edward W. Flagg, A. M., History, Rhetoric and English Literature; Ida B. Steyer, French, German and Methods; Jane F. Butrick, Principal of Primary Department, Primary Methods; Julia Ettie Crane, Vocal Music and Methods; Freeman H. Allen, Ph. B., Arithmetic, History, Civics and Methods; Sarah V. Chollar, Arithmetic, Botany, Composition, Physiography; James M. Graves, Algebra, School Law, Preparatory Department, Methods; Stansbury Norse, Industrial Drawing and Methods; Willis E. Bond, A. B., Mathematics, Geology, Astronomy; Ola Esterly, Reading, Physical Culture, Methods; C. A. Rosegrant, A. B., Greek, Latin, Methods; Adelaide Norris, Principal of Intermediate Department, Geography, Methods; Katherine M. Kellas, English and Criticism; Ruth E. Tappan, A. B., Superintendent of Kindergarten, Methods; F. E. Hathorne, Director of Piano Conservatory; Mrs. F. E. Hathorne, Assistant Piano; Henry A. Watkins, Leader of Orchestra; Harriet Crane Bryant, Voice Culture; Edith M. Austin, Assistant Vocal Music.

GRADUATES

The number of graduates during the year is 127.

Classical Course

Carlos Schuyler Blood, Heuvelton.
Sadie Lavinia Blood, Heuvelton.
Mary Helen Burke, Ogdensburg.
Jessie Bush, Canton.
Helen Henrietta Cassidy, Norwood.
Mary Eliza Crane, North Stockholm.
Maude May Cheeseman, Theresa.
Lella Church, Crary's Mills.
Sara Adela Crane, North Stockholm.
Ray Bingham Davis, Norwood.
James Francis Driscoll, Brasher Falls.
John Dean George, Redwood.
Mary Ellen Hatch, Potsdam.
Charles C. Hettler, Redwood.

Luna Belle Keeler, Norwood.
Donald MacLaren Kirby, Potsdam.
Margaret Helen Lindsay, Potsdam.
Paul Blakeslee Mann, Potsdam.
William Dudley Morrow, Theresa.
Charles Frederick Murphy, Norwood.
Carrie White Niles, Spencertown.
George Henry Nulty, Norwood.
Thomas Jeremiah O'Neill, Massena.
James Irving Reynolds, Potsdam.
Kimball Jackson Snell, Potsdam.
Ruth Elizabeth Walling, Potsdam.
Clara Britton Wells, Norwood.
Florence Marion White, Potsdam.

William Rees Williams, Remsen.

Scientific Course

Irma Ruth Bixby, Potsdam.
Minnie Anna Dollar, Heuvelton.
Edwin Lee Huelett, Heuvelton.
Julia Rebecca Mitchell, Utica.

May Helen Porter, Theresa.
Bertha May Taber, Utica.
Marion Thompson, Utica.
Julia Anne Whalen, Ogdensburg.

English Course

Grace Ella Alden, Massena.
Ada Ruth Allen, Hammond.
Leslie R. Bell, Manlius.
Alberta Christine Bents, Orleans.
Mae Hulett Bromley, Lansingburgh.
Horatio Peter Baum, East Schuyler.
Lena Caroline Boyd, Mankato, Minn.
Margaret May Brooks, Mohawk.
Mabel C. Brown, Parishville.
Dennis Francis Burke, Buckton.
William Briggs Burt, Hannawa Falls.
Carrie Eloise Chamberlain, Waddington.
Nella Maude Chapman, Potsdam.
Chloe Zay Clark, Moira.
Mary Ellen Connelly, Colton.
Barbara Elizabeth Cranston, Heuvelton.
Giles Aquilla Chase, Racket River.
Francis Michael Close, South Colton.
Katherine Donovan, Colton.
Frederic Ardelle Dowsey, Potsdam.
Mary Drown, Potsdam.
Alfreda Barbara Doud, Parishville.
Julina Grace Doud, Parishville.
Della Izora Dutton, Louisville.
Florence Elizabeth Edwards, Lowville.
Elsa Elizabeth Evans, Hermon.
Ida Agnes Fay, Madrid Springs.
Clara Ammarilla Foster, Potsdam.
Florence Jean Fox, Depauville.
May Elizabeth Gaudin, Carthage.
Lettie Luthera Gill, Canton.
Hannah Cecilla Goggin, Winthrop.
Mildred Edna Griffith, Heuvelton.

Margaret Josephine Hayden, Heuvelton.
Blanche Adeen Hodgkin, Gouverneur.
Etta Emma Horton, South Colton.
Hiram D. Hall, Hermon.
Bertha Lynn Hamlin, Norwood.
Walter Myron Healey, Potsdam.
Sarah Mabel Isham, Potsdam.
William Everett Keenan, Potsdam.
Lillian Kathryn Kingsley, Fort Covington.
Margaret Jennie Kinney, Massena.
Dora Anna Kitts, Rensselaer Falls.
Winifred Josephine Lasell, Canton.
Anna May Lenney, Potsdam.
Charlotte Augusta Lenney, Potsdam.
Linnie Ethel Merrill, South Potsdam.
Effie Estella Plumb, Harrisville.
Ella May Parsons, Gouverneur.
Mina Mae Place, North Wilna.
Florence May Pike, Madrid.
Bernard Patrick Quain, Moira.
Elsie May Reynolds, Tuckahoe.
Cornelius Francis Regan, Brasher I. Wks.
Charles Alton Rutherford, Waddington.
Sarah Isola Saunders, Dickinson's Centre.
Katherine Maud Smith, Waterville.
Herbert Clayton Stone, Potsdam.
Margaret Sullivan, Potsdam.
Anna Kathryn Toomey, No. Lawrence.
Iva Tufts, Ilion.
Amedia H. M. VanBeusekom, McKownville.
Linda Euphemia Wagstaff, No. Lawrence.
Ruby Ardelle Welch, Hammond.
Winifred Pearl West, Heuvelton.

Millard Southworth Young, Potsdam.

Academic English Course

Frederick Lamont Maxson, Smithville.

Ermy Courser Noble, Potsdam.

Music Teachers' Course

Ada Ruth Allen, Hammond.
Edith Louise Barnum, Potsdam.
J. Moore Delo, Elmira.
Frances Fabian Freston, Far Rockaway.
Carrie Thompson Haywood, Gouverneur.
Eunice Elizabeth Humphrey, Denver, Colo.
Grace Heward, Potsdam.
Luna Belle Keeler, Norwood.

Harriet Cowles Palmer, Ogdensburg.
Florence May Pike, Madrid.
Mary Kent Shepard, Fair Haven, Vt.
Laura Sherwood, Mount Kisco.
Mary Helen Smith, Brewster.
Harriette Eliza Sparks, Gouverneur.
Fannie Louise Towne, Potsdam.
Claribel Winchester, Greensburg, Ind.

DEPARTMENT OF PUBLIC INSTRUCTION

School of Design—Shorter Course

Katherine Donovan, Colton.

Drawing Teachers' Course

Edith Clark Bower, Waddington.	Harriet Cowles Palmer, Ogdensburg.
Elizabeth Margaret Brown, Ft. Covington.	Janette Rule, Waddington.
Frances Freston, Far Rockaway.	Mary Helen Smith, Brewster.
Carrie Thompson Haywood, Gouverneur.	Harriette Elliza Sparks, Gouverneur.
Eunice Elizabeth Humphrey, Denver, Colo.	Mary Charlotte Wells, East Syracuse.
Leta Amelia Kitts, Gouverneur.	Helen Margaret Young, Parishville.

Piano Course

Eva Louise Jewell, Potsdam.

Total number of graduates since the organization of the school:

Male.....	235
Female.....	718
Total.....	953
Advanced courses.....	767
Elementary course (discontinued).....	186

ATTENDANCE

The whole number of pupils registered in each of the departments, respectively, during the year ending July 31, 1896:

	Male	Female	Total
Normal.....	178	385	563
Academic.....	43	118	161
Intermediate.....	61	70	131
Primary.....	63	84	147
Total.....	345	657	1,002

The average attendance:

Normal.....	461
Academic.....	114
Intermediate.....	103
Primary.....	122
Total.....	800

The average age of pupils in the normal department:

Male.....	20.8
Female.....	20.7

Detailed statement of receipts and expenditures of the State Normal and Training School at Potsdam, N. Y., for the year ending July 31, 1896:

Receipts

Amount in hands of local board August 1, 1895.....	\$1,069 71
Amount received from the State during the year commencing August 1, 1895, and ending July 31, 1896, from appropriation for maintenance.....	23,500 00
Amount received from State from special appropriation for same time.....	1,729 39
Amount for tuition in academic department during year.....	1,422 75
Total.....	<u>\$27,721 85</u>

Expenditures

Amount paid for instruction in the normal department during year.....	\$17,100 00
Amount paid for salary of janitor.....	800 00
Amount paid for mileage of pupils.....	924 27
Amount of special appropriation.....	1,729 39
Amount paid for library, text-books and apparatus..	1,363 82
Amount paid for repairs and improvements on buildings and improvements on grounds.....	1,442 01
Amount paid for incidentals and all other expenses not above enumerated.....	4,317 43
Amount in hands of local board July 31, 1896.....	44 93
Total.....	<u>\$27,721 85</u>

THE THOMAS S. CLARKSON PRIZE IN PEDAGOGICS

The purpose and the conditions of award of this prize are stated in the report of the Superintendent of Public Instruction for 1895, vol. 1, page 353. The subjects announced for the class of January, '96, were The Pedagogical Value of Child Study, and Heredity and Environment of Children as Problems for the Teacher. The prize (\$100) was awarded to Mr. Charles Frederick Murphy, of Norwood, N. Y., who wrote upon the second subject. The subjects for the class of June were The Relative Value of the Humanistic and the Scientific Studies, and The Educative Value of Imitation. The award (\$100) was made to Miss Charlotte Augusta Lenney, of Potsdam, N. Y., who wrote upon the second subject.

The growing demand for laboratory experiments, and the inadequacy of our accommodations for this work; the fact that

we have no room for our Kindergarten, and that we are at present obliged to rent rooms for this department, which rooms are in no sense adapted to Kindergarten teaching, and are separated from the Normal building; and the necessity for a gymnasium, make it imperative that a special building or annex be constructed for these respective purposes. Plans and specifications, with bids from responsible contractors, are being prepared and will be submitted in due form.

Estimates

We herewith append our estimates of the necessary expenses for the next fiscal year:

Salaries of instructors.....	\$19,500 00
Salaries of janitors.....	1,200 00
Library, text-books and apparatus.....	1,500 00
Coal and wood.....	2,000 00
Repairs.....	1,000 00
Supplies.....	1,500 00
<hr/>	
Total.....	\$26,700 00
Less probable receipts from tuition.....	1,200 00
<hr/>	
Appropriation needed.....	\$25,500 00
<hr/>	

STATE OF NEW YORK, }
St. LAWRENCE COUNTY } ss. :

E. A. Merritt, president, and John G. McIntyre, secretary of the local board of the State Normal Training School at Potsdam, being duly sworn, each for himself, says that he has examined the foregoing report, and believes the same to be in all respects correct and just.

E. A. MERRITT,
President.
J. G. MCINTYRE,
Secretary.

Subscribed and sworn to before me, this)
16th day of September, 1896.)

ORRIS WITTERS.
Justice of the Peace.

NORMAL SCHOOLS—Statistics of Attendance from Reports of Local Boards for year ending July 31, 1896—(Cont'd)

SCHOOLS	Established	Opened	DEPARTMENTS	ATTENDANCE DURING THE YEAR			AVERAGE AGES		GRADUATES, 1896			WHOLE NUMBER OF GRADUATES			
				Pupils	Total	Average	Total	Males	Females	Males	Female	Total	Males	Females	Total
Oswego	1863	1863	Normal	385	306	306	.....	21 6	20 6	5	66	71	166	1,736	1,902
			Academic	97	77	77	.....	.....	.....	.....	.....	.....	.....	.....	.....
			Intermediate	146	119	119	.....	.....	.....	.....	.....	.....	.....	.....	.....
			Primary	218	846	142	644	.....	.....	.....	.....	.....	.....	.....	.....
			Normal	216	150	150	.....	19 3	18 4	3	27	30	9	104	113
Plattsburgh	1889	1890	Academic	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
			Intermediate	150	85	85	.....	.....	.....	.....	.....	.....	.....	.....	.....
			Primary	46	412	42	277	.....	.....	.....	.....	.....	.....	.....	.....
			Normal	563	461	461	.....	20 6	20 7	30	75	105	251	762	1,013
			Academic	161	114	114	.....	.....	.....	.....	.....	.....	.....	.....	.....
Potsdam	1866	1869	Intermediate	131	103	103	.....	.....	.....	.....	.....	.....	.....	.....	.....
			Primary	147	1,002	122	800	.....	.....	.....	.....	.....	.....	.....	.....
			Total	9,481	9,481	7,521	7,521	.....	.....	146	714	860	2,586	10,145	12,731

NORMAL SCHOOLS — Financial Statement from Reports of Local Boards for the year ending July 31, 1896

VALUE OF SCHOOL PROPERTY				MONEY RECEIVED					
Lot and buildings	Furniture	Library and apparatus	Total	Balance with local boards Aug. 1, 1895	FROM THE STATE		From acad-emic, kinder- and primary tui- tion	From other sources	Total
					Maintenance appropriation	Special ap- propriation			
Albany	\$182,461 46	\$23,149 33	\$213,910 79	\$1,817 18	\$25,904 95	.....	\$8,240 00	\$23 07	\$35,985 20
Brockport	200,000 00	7,500 00	222,500 00	5 78	24,986 67	\$17,226 29	1,339 40	.....	43,558 14
Buffalo	239,000 00	8,500 00	261,849 78	118 32	20,041 21	2,851 78	1,732 00	2,000 00	20,743 31
Cortland	211,594 88	26,178 06	256,152 04	1,680 75	26,117 84	9,550 75	.....	436 79	37,780 13
Fredonia	192,500 00	12,500 00	219,500 00	204 48	22,000 00	1,354 00	941 66	291 76	24,791 90
Genesee	196,000 00	14,000 00	220,000 00	143 91	25,128 44	68,873 89	1,587 80	.....	95,734 04
New Paltz	109,100 00	10,847 85	131,034 92	35 59	19,000 00	.....	1,043 95	1,035 33	21,114 87
Oneonta	225,000 00	30,000 00	271,322 96	2,104 96	22,000 00	37,977 25	1,778 00	.....	63,860 21
Oswego	100,000 00	7,000 00	118,000 00	.....	24,184 00	14,337 29	2,536 00	260 00	31,317 29
Plattsburgh	145 0 0 00	10,000 00	161,500 00	2,412 47	20,800 00	50,000 00	.....	.....	73,212 47
Potsdam	135,000 00	6,700 00	147,700 00	1,069 71	23,500 00	1,729 39	1,422 75	.....	27,721 85
Totals	\$1,935,655 84	\$156,375 24	\$2,223,470 49	\$9,593 15	\$253,603 11	\$193,900 64	\$20,621 56	\$4,046 95	\$481,825 41

NORMAL SCHOOLS—Financial Statement from Reports of Local Boards for the year ending July 31, 1896—(Cont'd)

SCHOOLS	MONEYS PAID								
	Normal instruction	Academic, kindergarten, intermediate and primary instruction	Library, text-books and apparatus	Mileage of pupils	Salary of janitors	Repairs of buildings and improvement of grounds	Other expenses	Balance July 31, 1896	Total
Albany.....	\$15,750 00	\$6,900 00	\$1,423 66	\$899 23	\$1,600 00	\$1,100 84	\$6,459 88	\$1,851 59	\$35,985 20
Brockport.....	17,450 00	.....	3,250 24	420 91	1,700 00	17,440 47	3,278 73	17 75	43,558 14
Buffalo.....	15,562 00	1,200 00	563 53	484 92	800 00	2,851 78	5,265 36	15 72	26,743 31
Cortland.....	13,980 00	3,570 00	4,062 39	764 00	1,500 00	8,679 54	3,163 77	2,056 43	37,786 13
Fredonia.....	11,000 00	5,600 00	881 30	254 23	800 00	2,970 19	3,214 39	71 79	24,791 90
Geneseo.....	12,450 00	5,350 00	964 20	1,655 70	1,219 99	69,303 73	4,658 71	131 71	95,734 04
New Paltz.....	14,900 00	.....	622 36	330 05	800 00	.....	4,376 80	86 16	21,114 87
Oneonta.....	13,480 00	3,600 00	12,517 61	2,281 44	1,400 00	25,457 30	4,375 08	748 78	63,860 21
Oswego.....	17,325 00	.....	1,598 65	916 23	486 60	5,056 23	3,198 38	2,736 20	31,317 29
Plattsburgh.....	12,700 00	2,300 00	1,615 85	494 30	998 00	35 741 15	6,436 74	12,926 43	73,212 47
Potsdam.....	17,100 00	.....	3,093 21	924 27	800 00	1,442 01	4,317 43	44 93	27,721 85
Totals.....	\$161,707 00	\$28,520 00	\$30,593 04	\$9,425 28	\$12,104 59	\$170,043 24	\$48,744 77	\$20,687 49	\$481,825 41

CHART SHOWING EXPENDITURES FOR NORMAL SCHOOLS OF THE STATE OF NEW YORK FOR TEN YEARS

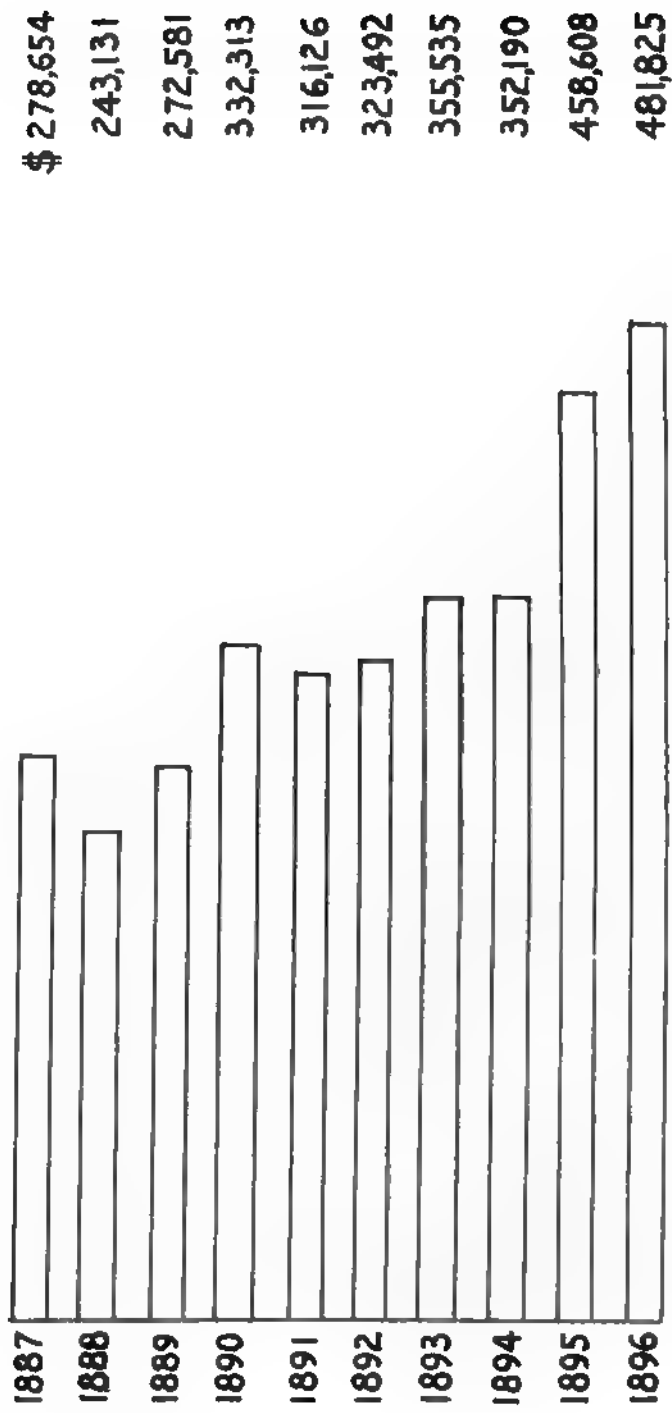
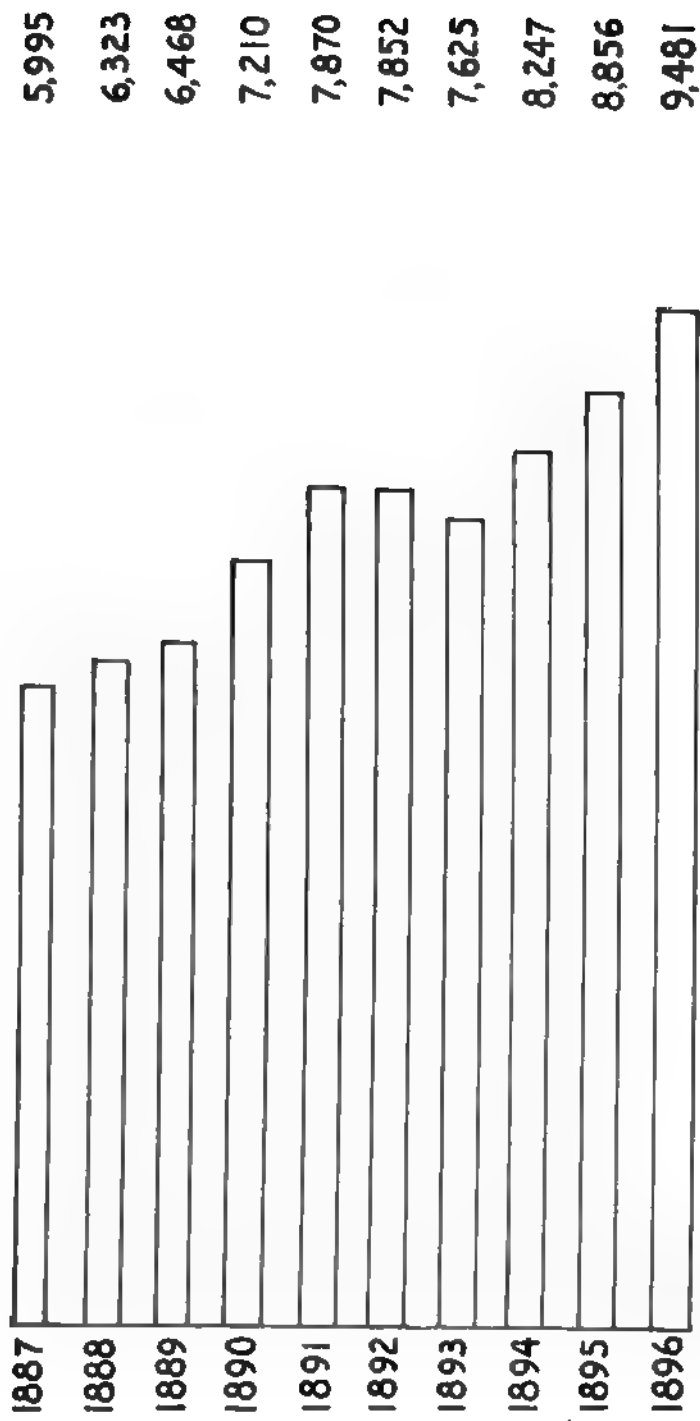


CHART SHOWING TOTAL ATTENDANCE IN THE NORMAL SCHOOLS OF THE STATE OF NEW YORK FOR TEN YEARS



5. MINUTES OF NORMAL PRINCIPALS' COUNCIL

FOR THE YEAR 1896.

HON. CHARLES R. SKINNER, *State Superintendent of Public Instruction*:

Sir.— Council met at the Normal Building, Fredonia, N. Y., May 13th and 14th, 1896. Present.— Dr. Sheldon in the chair, Superintendent Skinner, and Principals Capen, Cassety, Jones, McLean, John Milne, Palmer.

Moved by Dr. John Milne, and carried, that persons graduating a second time shall be reported to the Department in such form as to indicate this fact, and that in making up the totals only the number of different persons shall be counted.

Moved and carried that in reporting average attendance, deductions shall be made for every day of absence.

Adjourned to meet at 2 o'clock.

WEDNESDAY, 2 P. M.

Council met with the same persons present as in the morning.

Voted to meet with the school at their rhetorical exercises at 3 o'clock.

The following topics were proposed for discussion:

1. Civil service examinations.
2. Sending examination papers to Albany.
3. Vertical penmanship.
4. Mileage.
5. Admissions.
6. Restricting number of pupils.

After informal discussions of the 1, 2, 3, and 5 questions the Council adjourned to meet at 7.30.

WEDNESDAY, 8 P. M.

The Council met with the same attendance as in the afternoon except that Dr. Stowell was also present.

Moved and carried that a committee be appointed to make out a portion of the normal school circulars which should be common to all.

Committee, Drs. Capen, Stowell and Palmer.

Voted that Dr. Sheldon represent the Council before the school at the morning exercises.

In reply to a question about sending examination papers to Albany, the superintendent said that he would make arrangements so that papers might be passed upon without causing delay to pupils wishing to enter the schools.

The president announced that letters had been received from Principals Cheney and James Milne, announcing their inability to attend this session of the council.

Adjourned to 9 o'clock to-morrow, a. m.

THURSDAY, 9 A. M.

Council met with the school and after exercises met for business.

Present Dr. Sheldon in the chair, and Principals Capen, Cassety, Jones, McLean, John Milne, Palmer, Stowell.

The acceptance of evidences of advanced scholarship was discussed with reference to a difficulty which some have found in accepting pass cards for part work in a subject. It was thought best not to make a change in the present policy.

Moved and carried that a second entrance examination be allowed in one of the new subjects required, the same as in case of a failure in arithmetic, grammar or geography.

Moved and carried that it is the sense of this Council that papers of all persons examined at the several schools should be passed upon by the faculties at the schools until such entrance examinations are discontinued.

Moved and carried that subjects accepted for a training class certificate be also accepted for a first grade certificate.

Moved and carried that teachers' training class certificates granted after January 1, 1896, be added to evidences of proficiency for entrance.

Adjourned to meet at 2 p. m.

Principals visited the school till 3 o'clock and then met for business.

Present, Dr. Sheldon in the chair, and Principals Capen, Cassety, Jones, McLean, Palmer and Stowell.

A letter from President William J. Milne was read by the secretary, announcing his detention from the meeting by the serious illness of his son, to whom he had been summoned by telegraph.

Through the courtesy of the owner, Mrs. C. L. Webster, the original unconditional surrender order of General Grant, was brought to the Council, and a vote expressing the gratification of the Council for the privilege of seeing this order was adopted and the thanks of the Council sent to Mrs. Webster for her kindness and courtesy.

Adjourned to meet at Cortland, November 4, 1896.

November Session of Normal Principals' Council

The Council met at the Normal School, Cortland, November 4th and 5th, 1896. All the principals were present, including principal-elect McLachlan, of Jamaica, except Dr. Milne, of the Albany Normal College. Superintendent Skinner was present a large part of the session, and Dr. Bickmore of the American Museum of Natural History, came for a short time.

It was voted to allow the substitution of any year of Greek or the first year of Latin for subjects in the course as is now allowed for Caesar, Cicero, and so forth.

It was voted to allow the same substitution of any year of Greek or the first year of Latin for subjects in the course as is now allowed for Caesar, Cicero, and so forth.

Superintendent Skinner asked attention to the following questions:

1. Whether the beginning of the fall term should not be later than it is, and the school year shortened? It seemed to be thought that pupils often suffer from the hot weather of the first of September to such an extent as seriously to injure the work of the entire year. The superintendent advised reducing the time of the school year to 38 weeks.

2. Whether a diploma should be given to a graduate less than 18 years of age? It was reported that ex-Superintendent Draper had written to one of the schools some years ago that he would not grant a diploma in such a case, and this was accepted as the decision of the department.

3. Whether any students should be received from other states? A report from the different schools showed the number to be small and the matter was passed over.

4. Whether some plan might be adopted to give a limited license to pupils who fail to pass their final tests and allow the opportunity of earning a diploma by successful teaching.

It was voted that persons holding first grade certificates be credited with Arithmetic, Grammar, Physical Geography, 20 weeks of Algebra, Physiology, American History, and Civil Government and School Law; and that a partial first grade certificate be accepted for as much of this work as it covers.

It was voted that State certificates be accepted for all the subject-matter they cover.

The Council voted to make the school year 38 weeks and begin the third Wednesday of September, if the Superintendent deemed it best after advising with the local boards.

Adjourned to meet at Geneseo next May.

F. B. PALMER,
Secretary.

6. ENTRANCE EXAMINATION PAPERS

[Prepared by a Committee of Normal Principals, and published by the State Department of Public Instruction.]

ENTRANCE EXAMINATION, SEPTEMBER, 1895

FIRST DAY

Write the subject of the examination, your name, and the date at the head of your papers.

Work should be written out in full in the answers.

Correct answers will receive ten credits each, and a proportionately less number will be allowed as the answer approximates correctness or shows knowledge of principles.

In order to secure admission, candidates must gain an average of 70 credits in the three branches and not fall below 60 credits in any one of them.

Use care in spelling, writing, and general neatness of appearance.

Arithmetic

- Represent by figures.
 - One billion ten million one hundred one thousand ten.
 - Seven thousand, and two ten-millionths.
 Express in words:
 - 10012002.003003001.
 - 1.25 per cent.
- How much must be paid for plastering the walls and ceiling of a room, 30 ft. long, 24 ft. wide and 15 ft. high, at 25 cents per square yard, allowance being made for 3 doors, each 7 ft. by 3 ft. 8 in., and for 4 windows, each 6 ft. by 2 ft. 10 in.?
- By selling pine apples for 7 dollars per hundred, $\frac{1}{11}$ of their cost is gained. For what price per hundred must they be sold to gain $\frac{1}{2}$ of their cost?
- A man gave $\frac{1}{4}$ of his estate to his son John, $\frac{1}{8}$ to his son William, $\frac{1}{4}$ of the remainder to his daughter Mary, and the balance to his wife. Mary received \$2243.26 less than John. What was the value of the estate and what did his wife secure?
- Find the value of $\frac{2.5 + .075 + .3 - 1.2}{.005}$
- If 100 men can do a piece of work in 10 days, working 8 hours per day; in how many days can 12 men do the same work if they work 9 hours per day?
- What is due September 1, 1895, on a note given April 3, 1892, for \$560, at 5 per cent. simple interest?
- What must be given for stocks paying 12 per cent. dividend, in order that the investment may pay 8 per cent. interest.
- A town levied a tax of \$5,125, which sum included the amount voted for building a school-house and the collector's commission at $2\frac{1}{2}$ per cent. How much was the collector's commission?
- A hogshead of molasses was bought for a certain sum; but 15 gallons having leaked out, the remainder was sold at \$2.21 $\frac{3}{8}$ a gallon, and thereby the loss was 5 per cent. on the cost. What was the cost?

Grammar

- "To a man whose pleasures are not many, and rather small, the loss of such an
- event as saying farewell and wishing godspeed to a friend going to Europe is a great
- loss. It was so to me, especially, because there was always more to me in every

4. departure than the parting and the farewell. I was gradually renouncing this pleasure, as I saw small prospect of ending before noon, when Titbottom, after looking at me for a moment, came to my side of the desk, and said,
7. 'I should like to finish that for you.' "
1. Write in a column and in order the simple propositions.
2. Write in a column and in order the subordinate connectives, telling to what each joins its clause.
3. Select an expletive and show its influence on the sentence.
4. Parse "going," 1. 2.
5. Select:
 - (a) A clause of cause.
 - (b) A clause of comparison.
 - (c) A clause of time.
6. Why are the quotation marks used in the last sentence?
7. Explain fully why, "He had ought to go" is incorrect.
8. Analyze sentence one in above selection by any method familiar to you.
9. Write a sentence containing a substantive clause, and tell what is the office of the clause.
10. Write a letter to a friend, giving your reasons for wishing to attend a Normal school, and describing your journey.

Geography

1. Give the parallels of latitude which mark the limits of the sun's vertical rays upon the earth. Give the width of each zone in degrees.
2. What waters are connected by the Erie Canal? Name four cities on or near the canal.
3. What range of mountains extend (a) from the Black Sea to the Caspian Sea; (b) between France and Spain? Norway and Sweden?
4. Name three seas that border upon (a) Turkey, (b) on the British Isles.
5. Name and give location of the four largest cities in the United States. Also name and give approximate population of largest city in the world.
6. Mention two routes by which a person can go from New York city to Chicago.
7. What is the chief source of wealth of (a) Great Britain? (b) Of United States? (c) Of France.
8. Give reasons why there should be so much difference in the climate of Great Britain and the United States in the same latitude.
9. What is the outlet of Lake Champlain and into what does it flow?
10. Where is Gettysburg—West Point—Calcutta—Tokio—The Thousand Islands—Victoria Falls?

SECOND DAY

Write the subject of the examination, your name, and the date at the head of your papers.

Work should be written out in full in the answers.

Correct answers will receive ten credits each, and a proportionately less number will be allowed as the answer approximates correctness or shows knowledge of principles.

In order to secure admission, candidates must gain an average of 70 credits in the three branches and not fall below 60 credits in any one of them.

Use care in spelling, writing, and general neatness of appearance.

Arithmetic

1. Write the table of Surface, or Square Measure.
2. The longitude of Paris is 2 deg. 16 min. east, and of Washington 77 deg. 17 min. west; what time is it in Washington when it is 1.10 o'clock p. m. in Paris?

3. Two ferry-boats make the same number of trips during the summer. One carries 6,923 passengers and the other 5,719. Each boat carries its full number of passengers each trip. How many trips do the boats make and how many more passengers does the larger boat carry than the smaller one?
4. Bought a horse and carriage for \$250, and paid for a harness $\frac{7}{11}$ as much as I paid for the horse. The carriage cost $\frac{1}{2}$ as much as the horse. What was paid for each?
5. What principal will gain \$36 in 1 year 2 months and 12 days at 7 per cent?
6. Required the face of a note which, when discounted at the bank for 120 days, will give \$540.50?
7. What interest is made on an investment in 4 per cent. stock at 20 per cent. discount
8. If, by selling cloth at \$7 per yard, I gain 75 per cent., do I gain or lose by selling it at \$3 per yard and how much per cent.?
9. My house is worth \$6,370. For how much must it be insured at per cent. to cover both property and premium?
10. Paid \$53.76 duties at the rate of 8 per cent. on 60 casks of raisins, after the deduction of 12 lbs. to a cask for tare. Allowing the gross weight of each cask of raisins to have been 112 lbs., what was their invoice value per pound?

Grammar

"For those of us whom Nature means to keep at home she provides entertainment. One man goes four thousand miles to Italy and does not see it, he is so short-sighted. Another is so far-sighted that he stays in his room and sees more than Italy."

1. Write in a column and in order the prepositions in this quotation so as to show the antecedent and subsequent terms of relation; e. g.,
 (a) Ran *to* house.
 (b) Came *from* town.
2. Select a clause of result and show what it modifies.
3. Select a clause of comparison and show what it modifies.
4. Parse "another," l. 3.
5. What is the case of "miles," l. 2, with the reason for your answer.
6. Decline; I, brother-in-law, and chimney.
7. Formulate, by any method with which you are familiar, the last sentence.
8. In the sentence, He thought of the days when he was young, (a) Give the subordinate clause; (b) What is its office? (c) What does the clause denote? (d) Parse "when."
9. Select a transitive verb; change the sentence so that the verb shall be in the passive voice, and explain the change.
10. Write a letter to a friend giving your reasons for wishing to attend a Normal School, and describing your journey.

Geography

1. Name the straits and rivers which connect the great lakes with one another and with the ocean.
2. Why should the temperature decrease with the altitude? Why is California warmer than the corresponding latitude of the Atlantic coast?
3. What waters does the Suez Canal connect?
4. Name in order the States which border on the Atlantic ocean with their capitals.
5. Name and give location of the chief city in (a) Kings Co.; (b) Monroe Co.; (c) Erie Co.
6. Into what do the following rivers flow? Danube; Volga; Thames; Niagara; Genesee; Nile; Niger.
7. About how long does it take to go by rail from (a) New York to Buffalo? (b) From New York to San Francisco? (c) By steamer from New York to Liverpool?
8. Under what form of government are the following countries: Russia; England; France; Turkey; Germany; Mexico? Give the title of the ruler of each.
9. Name the States which border on (a) British America. (b) Bound Maryland.
10. Define a water-shed, and name one. Give location of Toronto; Boston; Philadelphia; Mobile.

ENTRANCE EXAMINATION, FEBRUARY, 1896

FIRST DAY

Write the subject of the examination, your name, and the date at the head of your papers.

Work should be written out in full in the answers.

Correct answers will receive ten credits each, and a proportionately less number will be allowed as the answer approximates correctness or shows knowledge of principles.

In order to secure admission, candidates must gain an average of 70 credits in the three branches and not fall below 60 credits in any one of them.

Use care in spelling, writing, and general neatness of appearance.

Arithmetic

1. Multiply 84.175 by .073 and write in words the partial products.
2. Multiply $\frac{1}{2}$ of $9\frac{1}{2}$ by one-half of itself and divide the product by $10\frac{1}{2}$.
3. Which is faster, and how much, a train that runs 200 rods a minute or one that runs a mile in 80 seconds?
4. A battalion of 1921 men is to be raised from four towns in proportion to their population. How many men must each furnish if their inhabitants number 4150, 12450, 24900 and 29050 respectively?
5. Express $\frac{3}{8}$ of 52 rods, 2 yards, 2 feet, and 3 inches as the decimal fraction of 2 miles.
6. Oxygen gas is $\frac{1}{8}$ of 1 per cent. of the weight of an equal volume of water. How many gallons of oxygen would it take to weigh as much as a pint of water?
7. A man would lose $17\frac{1}{2}$ per cent. by selling a house for \$5775. What price must he receive in order to gain 15 per cent.?
8. How much money must be invested in 4 per cent. stock at 92 in order to secure an income of \$244?
9. What must be the face of a note payable in 75 days, which when discounted at the First National Bank of Syracuse, N. Y., will yield \$595? Rate of discount 4 per cent.?
10. If a man travel $2\frac{1}{2}$ miles in $6\frac{1}{4}$ minutes, how many miles will he travel in 50 minutes. How long will it take him to travel 50 miles?

Grammar

"He thought it equitable that those parts of the empire which had benefited most by the expenses of the war, should contribute something to the expenses of the peace, and he had no doubt of the constitutional right vested in Parliament, to raise the contribution."

—JUNIUS.

"This is a historical question, and one the answer to which must be sought in the same ways as the solution of any other historical problem."

—T. H. HUXLEY.

1. Analyze, by any method familiar to you, the first sentence.
2. Parse *which* and *vested* in the first sentence.
3. Select from the second sentence a word, a phrase, and a clause, used adjectively; and a phrase and a clause, used adverbially.
4. (a) Give the syntax of the following words in the second sentence: *one*, *answer*, *solution*. (b) Explain the double use of *which* and of *as*, in the second sentence.
5. Give the principal parts of the following verbs: *lie* (to recline), *lay*, *sit*, *set*, *ought*.
6. Give a synopsis of the verb *see* in the first person, singular number, passive voice, indicative and potential modes.
7. Give the plural of the following nouns: *hero*, *solo*, *axis*, *five*, *loaf*.
8. Compare the adjectives *less* and *latter*.

9. Correct the following sentences:

She come home quick but did not find nobody there.

Mary or James are to carry them books.

10. Write one sentence containing a conjunctive adverb and an adverb of place.

Geography

1. Define a Limited Monarchy, and name one in Asia.
2. Name in order of size the three largest cities of New York, and particularly describe the last—as to natural advantages.
3. What is meant by the earth's orbit? Give the approximate distance of the earth from the sun.
4. Define: (a) River System; (b) River Basin; (c) Delta; (d) Canon; (e) Right Bank.
5. What is the title of the head of the government in France? Prussia? Japan? Russia? Turkey?
6. Bound Venezuela. What is (a) the climate, (b) the government, (c) greatest river, (d) capital, of Venezuela?
7. Mention the largest river of Europe and the body of water into which it flows.
8. Through what waters would you pass in going from Duluth to Detroit?
9. Locate the following mountains: Sierra Nevada; Ural; Atlas; Ozark; Appennines.
10. Mention one of the United States noted for wheat, one for wine, one for cotton, one for stock-raising, one for sugar.

SECOND DAY

Arithmetic

1. What principal will amount to \$1548.32 in 3 years at 6 per cent., interest compounded annually?
2. A broker receives \$8,150 to invest in cotton at $10\frac{1}{2}$ cents per pound. His commission is $2\frac{1}{2}$ per cent.; how many pounds of cotton can he buy?
3. At what rate per cent. will a sum double itself in 13 years and 4 months?
4. If a train travels 704 inches in a second, how many miles does it travel in 19 minutes and 30 seconds?
5. The capacity of a tank is 18 cu. ft., 432 cu. in.; how many gallons of water will it hold, and how many tons, reckoning 231 cu. in. to the gallon and $62\frac{1}{2}$ pounds to a cu. ft. of water.
6. If the dividend is $\frac{3}{4}$ of $21\frac{3}{8}$ and the quotient is $\frac{2}{3}$ of $6\frac{1}{2}$ what is the divisor?
7. Express 9 sq. yds., 97.2 sq. in. as a decimal fraction of a square rod.
8. Divide 61 days, 16 hours by 4 hours. What is the period of time that is contained in 61 days and 16 hours, 4 times?
9. Simplify $\frac{2\frac{1}{2} - \frac{1}{2} + \frac{2\frac{1}{2}}{1\frac{1}{2}}}{2\frac{1}{2} + \frac{1}{2} + \frac{1}{2}} - \frac{1}{4}$ of $29\frac{1}{2}$.
10. In the number 1023.045 how many times greater value has the 2 than the 4, and how many times less the 6 than the 1? Express in Roman characters 1899 and 1890. Write in words 2071.003601.

Grammar

- (1) "Flag of the heroes who left us their glory,
- (2) Borne through our battlefield's thunder and flame
- (3) Blazoned in song and illumined in story,
- (4) Wave o'er us all who inherit their fame."

—HOLMES.

- (1) "If I presumed to say that it was I who thus inspired you with a spirit worthy of
- (2) your ancestors, there is not a man present who might not properly rebuke me."

--DEMOSTHENES.

1. Analyze, by any method familiar to you, the first selection.
2. Parse *our* (2) and *wave* (4).
3. Select from the first four lines, a participle, a relative pronoun, a regular verb, and an irregular verb.
4. Classify the clauses in the second selection, and, when they are subordinate, explain their grammatical dependence.
5. (a) Give the syntax of the following words in the second selection: *I* (1), *your* (2) *man* (2). (b) Explain the use of the following words in the second selection: *that* (1) and *worthy* (2).
6. Give the principal parts of the following verbs: *be*, *fly*, *may*, *fall*, *fell*, (to cut down).
7. Decline the relative pronouns *who* and *which*.
8. Compare the adverbs *well* and *more*.
9. Correct the following sentence:
I hain't got no pencil, so give me yourn quick.
10. Write *one* sentence containing an adjective phrase and an adverbial phrase.

Geography

1. What causes the change of Seasons? Mention five characteristic productions of the North Temperate Zone.
2. Represent, by a diagram, the relative positions of the tropics and polar circles, giving latitude of each. What determines the location of these circles?
3. Locate the following islands: Isle of Man; Ceylon; Tasmania, Hawaii. What is the government of the last?
4. Compare the latitude and products of Southern France and Northern New York.
5. Through what waters would you sail in going by the shortest route from London to Bombay?
6. How many States in the United States? Mention in order, giving the capitals, those that border on the Gulf of Mexico.
7. Mention the largest city and the largest river in Australia.
8. Mention all the points at which the waters of interior New York reach the Atlantic Ocean.
9. What is the form of government in Brazil? Greece? Siam? Belgium? Roumania?
10. Locate (a) Mount Etna; (b) Desert of Gobi; (c) Yukon River; (d) Cape Finisterre; (e) Malacca Strait.

EXHIBIT No. 5

AMERICAN MUSEUM OF NATURAL HISTORY

REPORT OF PROFESSOR ALBERT S. BICKMORE

AMERICAN MUSEUM OF NATURAL HISTORY

REPORT OF PROFESSOR ALBERT S. BICKMORE

HON. CHARLES R. SKINNER, *State Superintendent of Public Instruction:*

Sir.—I have the honor to submit the following report for the present year in relation to the instruction provided for by chapter 6 of the Laws of 1893, and chapter 362 of the Laws of 1895.

My last report was dated December, 1895, and hence this one, prepared in September, 1896, covers only nine months, and can not include, as our previous statements have done, a detailed account of our Autumn Course of Lectures to Teachers, to be given at the Museum, under your auspices, which will begin October 3 and close December 5, 1896.

Chapter 362 of the Laws of 1895, which is printed in full on page 373 of your Forty-second Report for the year ending July 31, 1895, provided the sum of \$25,000 for the purpose of extending our lectures to each city and village of the State that had a superintendent of free common schools. As also stated in my last report, at a meeting of the said Superintendents, held in Albany, on the 10th of May, the whole matter of aiding me in choosing the topics for the lectures, selecting the slides to illustrate each subject, and other similar details, was referred, with power, to a "Permanent Committee of Advice."

This committee promptly met in our city, and advised you of its action in the following letter:

NEW YORK, *May 22, 1895.*

HON. CHARLES R. SKINNER, *State Superintendent of Public Instruction:*

Dear Sir.—At the meeting of the Council of School Superintendents of the State of New York, held in response to your invitation at Albany, on May 10, 1895, the undersigned were appointed a committee to represent the Council in preparing recommendations for the expenditure of the fund provided by chapter 362 of the Laws of 1895. In accordance with the above wishes of the Council, we respectfully recommend, first, that the following be the subjects for the first year:

NEW YORK STATE

Manhattan Island and the Highlands of the Hudson.

The Catskills and the Adirondacks.

The Lakes of Central New York and the Erie Canal.

Niagara Falls.

We recommend, second, that the typical equipment of lantern, cylinders, screen and other apparatus used by Professor Bickmore, at the meeting on the 10th, be adopted, and one such set be furnished to each place where there is a superintendent of free common schools, except to New York city, and that said city, on account of the great number of its public schools, be allowed two sets.

We recommend, thirdly, that Professor Albert S. Bickmore be authorized by you to procure the necessary slides and apparatus above suggested, and to arrange for instruction to be given in the management of such outfit.

Respectfully yours,

CHAS. W. COLE.

CHARLES E. GORTON.

JAMES GODWIN.

Your approval of these recommendations was received on May 28, and I immediately proceeded to carry out its authorization.

The following apparatus was supplied to 37 Superintendents of cities and 29 Superintendents of villages by Charles Beseler, who, as the order for the whole was given at one time, agreed to supply the same at prices which are 33 per cent. below his advertised rates.

One single stereopticon and carrying case, one pair gas regulators, one gauge, eight feet rubber tubing, one cylinder key, one lime pincers, six selected limes.

One screen 12 x 10 feet on spring roller, and furnished with 100 feet of special rope, pulleys and screw-eyes.

One steel cylinder containing 25 feet of hydrogen gas.

One steel cylinder containing 25 feet of oxygen gas.

He also agreed to do any needed repairs on these lanterns at 25 per cent. less than the usual price for such labor.

During the past summer we have met with a serious loss in the sudden death of Mr. Beseler. He was a faithful and ingenious constructor of the kind of illustrative apparatus we use in giving our lectures and in their repetition, and his place will be one long left vacant.

My last report mentions, on page 375, that the Museum, without any additional expense to the Department or this fund, provided a suitable room where the Superintendents could be instructed in

the use of their lanterns, and I issued an invitation to each one to call and learn to manipulate the above apparatus by personal experience. As a few Superintendents could not come to the Museum, I secured a room at Newburgh during the session of the Council there last October, and our photographer gave the necessary instruction.

I also delivered a lecture upon Niagara Falls before the Council, who passed the resolution of thanks recorded on page 1138 of the State Superintendent's last report.

The Superintendents having received their lanterns and having been instructed in their use, we proceeded to prepare and forward the slides of the four lectures desired in the foregoing letter of the Committee of the Council, as follows:

A list of the stereopticon slides used by Prof. Albert S. Bickmore, in his lecture, No. 184, to the teachers of the city and State of New York, upon Manhattan island and highlands of the Hudson, at the American Museum of Natural History, Central Park, given under the auspices of the State Department of Public Instruction, October 19 and 26, 1895.

NOTE.—Authorities to be consulted: King, Handbook of New York City; Rand, McNally & Co., Hudson River Guide by Ingersoll; Dana, Manual of Geology, 4th edit.; Geikie, Physical Geography; Frye, Primary and Complete Geographies; "Science," Vol. I; Henschel, The Greater New York; Reclus, The Earth and its Inhabitants; Brit. Encyc. articles "New York City" and "New York State," Vol. XVII, p. 450.

Subject, Negative made by, and Authority.

1. Map—The World....C. W. Briggs....Geikie, Phys. Geog., pl. 1.
2. Relief Map of North America (colored)....C. W. Briggs....Frye, Prim. Geog., p. 2.
3. Relief Map of Eastern half of United States (colored)....L. C. Laudy....Frye, Comp. Geog., p. 35.
4. Depths and Temperatures of N. W. Atlantic (colored)....L. C. Laudy....Science, Vol. I, 1883, p. 567.
5. Old Bed of Hudson River (colored)....C. W. Briggs....Dana, Geol., 4th edit., p. 211.
6. Map of Greater New York (colored)....L. C. Laudy....Redrawn from Henschel, Greater New York.
7. Arriving in New York Bay....Mytinger....From nature.
8. S. S. "Paris" of American Line....A. Loeffler....From nature.
9. Beach Scene, Atlantic City, N. J....W. H. Rau....From nature.
10. New York Harbor....Van Altena....From nature.
11. Liberty Statue, sunset (colored)....S. R. Stoddard....From nature.
12. Liberty Statue, by moonlight (colored)....S. R. Stoddard....From nature.
13. Caravel "Santa Maria" under full sail....W. H. Rau....From nature.
14. U. S. Man-of-War "Boston"....H. J. Newton....From nature.
15. Yacht "Defender"—Race of Sept. 12, 1895....Van Altena....From nature.
16. Excursion Steamboat with crowd....H. J. Newton....From nature.
17. New York City from Cortlandt St. Ferry....H. Sidman....From nature.
18. New buildings in lower Broadway....H. Sidman....From nature.
19. Wall Street....W. H. Rau....From nature.
20. U. S. Sub-Treasury, Wall Street....L. C. Laudy....From nature.
21. Post Office, New York City....W. H. Rau....From nature.
22. Shipping on East River....H. Sidman....From nature.
23. New York and Brooklyn Bridge....C. C. Langill....From nature.
24. New York and Brooklyn Bridge—the Promenade....A. Loeffler....From nature.

25. Brooklyn—Girls' High School....Van Altena....From nature.
26. Brooklyn—Boys' High School....Van Altena....From nature.
27. City Hall Square, New York City....Van Altena....From nature.
28. Fire Scene, Union Square (colored)....C. C. Langill....From nature.
29. Broadway and Werth Monument....W. H. Rau....From nature.
30. St. Patrick's Cathedral....H. Sidman....From nature.
31. Old and new school buildings, West 82d Street....Van Altena....From nature.
32. Normal College, New York City....Van Altena....From nature.
33. Central Park—Playing Ball (colored)....H. J. Newton....From nature.
34. Central Park—Skating on Lake....C. C. Langill....From nature.
35. Central Park—Feeding Swans....H. J. Newton....From nature.
36. Central Park—the Camel....Van Altena....From nature.
37. Central Park—Sheep on "The Green"....H. J. Newton....From nature.
38. Central Park—Statue of Scott....H. J. Newton....From nature.
39. Central Park—Bethesda Fountain....H. J. Newton....From nature.
40. Central Park—Lake and Bow Bridge....H. J. Newton....From nature.
41. Central Park—American Museum of Natural History....L. C. Laudy....From nature.
- 41a. Audience at Public Lecture, January 1st, 1896....Pach Bros....From nature.
42. Central Park—Metropolitan Museum of Art....Van Altena....From nature.
43. Lenox Library....Van Altena....From nature.
44. Obelisk, Central Park....L. C. Laudy....From nature.
45. Columbus Monument, 59th Street and 8th Avenue....H. Sidman....From nature.
46. Gen. Grant's Tomb, Claremont....Van Altena....From nature.
47. Curve of Elevated Railroad, 110th Street....Van Altena....From nature.
48. Harlem River and Washington Bridge....W. H. Rau....From nature.
49. Palisades....L. C. Laudy....From nature.
50. Palisades....L. C. Laudy....From nature.
51. Sunnyside—Home of Irving....C. W. Briggs....From nature.
52. Tarrytown—Andre Monument....D. L. Elmendorf....From nature.
53. Tarrytown—Old Sleepy Hollow Church....D. L. Elmendorf....From nature.
54. Tarrytown—Grave of Washington Irving....L. C. Laudy....From nature.
- 54a. Shore of the Hudson, near Nyack....H. J. Newton....From nature.
- 54b. Hook Mountain, Nyack....H. J. Newton....From nature.
55. Map; North America—Close of Archaean Time (colored)....C. W. Briggs....Dana, Geol., 4th edit., p. 443.
56. Map—Limestone Areas in Highlands....C. W. Briggs....Dana, Geol., 4th edit., p. 529.
57. Entrance to Highlands from Peekskill....T. C. Roche....From nature.
58. Railroad Cut at Garrisons (colored)....T. C. Roche....From nature.
59. Peekskill—State Camp....Van Altena....From nature.
60. Peekskill—State Camp, Skirmish Drift....C. C. Langill....From nature.
61. West Point....C. W. Briggs....From nature.
62. West Point—Ruins of Ft. Putnam....T. C. Roche....From nature.
63. West Point—Revolutionary Chain....J. Ricalton....From nature.
64. West Point—Battle Monument....J. Ricalton....From nature.
65. Sugar Loaf Mountain....T. C. Roche....From nature.
66. Storm King Mountain (colored)....S. R. Stoddard....From nature.
67. Newburgh—Washington's Headquarters....H. Sidman....From nature.
68. Kingston—Old Senate House....D. L. Elmendorf....From nature.
69. Highlands—north from Ft. Putnam....C. W. Briggs....From nature.

FLOWERS

70. Golden Rod....C. Van Brunt....From nature.
71. Wild Orange-red Lily....C. Van Brunt....From nature.
72. Fringed Gentian....C. Van Brunt....From nature.

Sixty uncolored views; 12 colored views; 3 colored flowers; wooden slide box; manuscript lecture.

List of the stereopticon slides in lecture No. 185, upon the Catskills and the Adirondacks, given under the auspices of the State Department of Public Instruction, November 2 and 9, 1895.

NOTE.—Principal authorities to be consulted: Dana, *Manual of Geology*, 4th edit. and 3d edit; Guyot in *American Journal of Science*, Vol. XIX; Catskills, Van Loan's Guide, and Rand, McNally & Co.'s Guide; Lake George, Taintor's Guide and Stoddard's Guide; Adirondacks, State Reports on Adirondack Survey, Colvin, and Stoddard's Guide; Picturesque Catskills, de Lissar.

Subject, Negative made by, and Authority.

1. Map; North America—Close of Archaean Time (colored)....C. W. Briggs....Dana, Geol., 4th edit., p. 443.
2. Map; North America—Opening of Upper Silurian (colored)....C. W. Briggs....Dana, Geol., 4th edit., p. 536.
3. Map; North America—Commencement of Carbonic Era (colored)....C. W. Briggs....Dana, Geol., 4th edit., p. 633.
4. Map; North America—After Appalachian Revolution (colored)....C. W. Briggs....Dana, Geol., 4th edit., p. 735.
5. Map; Direction of principal ranges of Appalachian Chain (colored)....L. C. Laudy....Guyot, Am. Jour. Sci., Vol. XIX, '80, pl. xx.
6. Map of Catskill Mountains (colored)....L. C. Laudy....Guyot, Am. Jour. Sci., Vol. XIX, '80, pl. xix.
7. Poughkeepsie Bridge....James Ricalton....From nature.
8. Vassar College....James Ricalton....From nature.
9. Delaware and Hudson Canal Terminus, Rondout....James Ricalton....From nature.
10. Rosendale—Water-lime Quarries....L. C. Laudy....From nature.
11. Lake Mohonk....L. C. Laudy....From nature.
12. Lake Mohonk....H. B. Vanderveer....From nature.
13. Catskill Mountains—Otis Elevating Railway....J. Loeffler....From nature.
14. Old Mountain House, from North Mountain....T. C. Roche....From nature.
15. Kaaterskill Clove—winter....T. C. Roche....From nature.
16. View from Mount Vly, looking N. E....Hamilton....From nature.
17. Haines Falls....James Ricalton....From nature.
18. Fawn's Leap....James Ricalton....From nature.
19. Kaaterskill Falls—winter....T. C. Roche....From nature.
20. Kaaterskill Falls—winter....T. C. Roche....From nature.
21. Kaaterskill Falls—winter....T. C. Roche....From nature.
22. Kaaterskill Falls—winter....T. C. Roche....From nature.
23. Lake near Old Mountain House (colored)....J. Loeffler....From nature.
24. Winnisook Lake, from Dam....S. R. Stoddard....From nature.
25. View from Mount Vly (colored)....Hamilton....From nature.
26. Mountain Road in the Catskills....S. R. Stoddard....From nature.
27. Devasego Falls, Schoharie River....Hamilton....From nature.
28. Schoharie River—Devasego Ravine, from top of Falls....Hamilton....From nature.
29. Buttermilk Falls, West Kill River....Hamilton....From nature.
30. Deep Hollow Notch, West Kill River....Hamilton....From nature.
31. Saratoga Springs—Congress Park....James Ricalton....From nature.
32. Saratoga Springs—Congress Park....L. C. Laudy....From nature.
33. Bloody Pond, near Lake George....S. R. Stoddard....From nature.
34. Caldwell, Lake George....S. R. Stoddard....From nature.
35. Caldwell, from Ft. William Henry Hotel....S. R. Stoddard....From nature.
36. Lake George—Recluse Island....D. L. Elmendorf....From nature.
37. Lake George—the Narrows from Shelving Rock....S. R. Stoddard....From nature.
38. Lake George—Elephant Mountain, from Harbor Island....T. C. Roche....From nature.

39. Lake George—Paradise Bay....H. B. Vanderveer....From nature.
40. Lake George—Paradise Bay....S. R. Stoddard....From nature.
41. Lake George—Phantom Island....H. B. Vanderveer....From nature.
42. Lake George—Canoe Camp....S. R. Stoddard....From nature.
43. Fort Ticonderoga....L. E. Walker....From nature.
44. Crown Point Ruins....S. R. Stoddard....From nature.
45. Palisades, Lake Champlain....S. R. Stoddard....From nature.
46. Singing Sands, Lake Champlain....S. R. Stoddard....From nature.
- 46a. Map—Adirondack Park (colored)....L. C. Laudy....From Report of N. Y. State Forest Com.
47. Map—Adirondack Mountains (colored)....L. C. Laudy....Taintor's Guide.
48. View from St. Regis Mountain (colored)....S. R. Stoddard....From nature.
49. Lake Tear of the Clouds....S. R. Stoddard....From nature.
50. Clear Lake, from Mt. Jo....S. R. Stoddard....From nature.
51. Indian Pass, south from Summit Rock....S. R. Stoddard....From nature.
52. In Indian Pass....S. R. Stoddard....From nature.
53. Upper Au Sable Lake, from near Outlet (colored)....S. R. Stoddard....From nature.
54. Lower Au Sable Lake (colored)....S. R. Stoddard....From nature.
55. Raquette River at Sweeney Carry....S. R. Stoddard....From nature.
56. Successful Hunters....S. R. Stoddard....From nature.
57. An Adirondack Cabin....S. R. Stoddard....From nature.
58. Hotel Ampersand....S. R. Stoddard....From nature.
59. Avalanche Lake....S. R. Stoddard....From nature.
60. Mirror Lake, from Hotel....H. B. Vanderveer....From nature.
61. Rainbow Falls, Au Sable Chasm....S. R. Stoddard....From nature.
62. Jacob's Well, Au Sable Chasm....S. R. Stoddard....From nature.
63. Table Rock, Au Sable Chasm....S. R. Stoddard....From nature.
64. Grand Flume, Au Sable Chasm....S. R. Stoddard....From nature.
65. Snow-shoeing on Saranac Lake....S. R. Stoddard....From nature.
66. Wood Choppers....S. R. Stoddard....From nature.
67. Logs by Adirondack Stream....S. R. Stoddard....From nature.
68. Log Jam....S. R. Stoddard....From nature.
69. Drowned Lands of Lower Raquette....S. R. Stoddard....From nature.
70. Track of the Charcoal Burners....S. R. Stoddard....From nature.
71. Charcoal Kilns....S. R. Stoddard....From nature.
72. The Jessup Collection of North American Woods in Museum of Natural History, Central Park....L. C. Laudy....From nature.

Sixty uncolored views; 13 colored views; wooden slide box; manuscript lecture.

List of the stereopticon slides in lecture No. 186, upon the lakes of Central New York and the Erie Canal, given under the auspices of the State Department of Public Instruction, November 16 and 23, 1895.

NOTE.—Authorities to be consulted: Dana, *Geology*, 4th edit.; *Journal Geological Society*, London, Vol. XLVI; U. S. Geological Survey, Third Report; *American Journal of Science*, Vol. XL; *Greenland Ice Fields*, Wright; *British Encyclopedia*, Vol. XII.

Subject, Negative made by, and Authority.

1. Map—North America in Cretaceous Period (colored)....C. W. Briggs....Dana, *Geol.*, 4th edit., p. 813.
2. Geological Map of North America (colored)....C. W. Briggs....Dana, *Geol.*, 4th edit., p. 412.
3. Geological Map of New York and Canada (colored)....C. W. Briggs....Dana, *Geol.*, 3d edit., p. 165.
4. Ideal section of Paleozoic Rocks, New York....C. W. Briggs....Dana, *Geol.*, 4th edit., p. 462.

5. Longitudinal section of Great Lakes (colored)....C. W. Briggs....Dana, Geol., 4th edit., p. 201.
6. Map—Preglacial drainage in Basin of the lower Great Lakes, by Spencer (colored)L. C. Laudy....Jour. Geol. Soc. Lond., Vol. XLVI, pp. 523-533.
7. Map—North America, Glacial and Champlain Period (colored)....C. W. Briggs.... Dana, Geol., 4th edit., p. 944.
8. Map of Terminal Moraine of Second Glacial Epoch, New York State (colored).... L. C. Laudy....U. S. Geol. Surv., Third Report, p. 346.
9. Map—Lake Iroquois (colored)....L. C. Laudy....Am. Jour. Sci., Vol. XL, pp. 443-451.
- 9a. Recession of North American Ice Sheet (colored)....Van Alstena....Wright, Greenland Ice Fields, p. 353.
10. Map—Lake Champlain (colored)....C. W. Briggs....Dana, Geol., 4th edit., p. 982.
11. Shore of Lake Ontario, Griffin Bay, N. Y....U. S. Geol. Surv....From nature.
12. Shore of Lake Iroquois, near Constantia, N. Y....U. S. Geol. Surv....From nature.
13. Albany—City Hall....D. L. Elmendorf....From nature.
14. Albany—the Capitol....James Ricalton....From nature.
15. Albany—the Senate Chamber....James Ricalton....From nature.
16. Albany—the Assembly Chamber....James Ricalton....From nature.
17. Rock showing glacial action, Antwerp, N. Y....L. C. Laudy....From nature.
18. Trenton Falls....James Ricalton....From nature.
19. Little Falls, N. Y....James Ricalton....From nature.
20. Map—Canal System of New York State (colored)....L. C. Laudy....Swinton, Gram. Sch. Geog., p. 35.
21. Hop City, near Cooperstown, N. Y....Miss M. E. Martin....From nature.
22. Lamb, near Cooperstown, N. Y....Miss M. E. Martin....From nature.
23. Flowers of the Hop Vine....L. C. Laudy....Brit. Encyc., Vol. XII, p. 156.
24. Hop Vine....Miss M. E. Martin....From nature.
25. Hop Culture, near Cooperstown, N. Y....Miss M. E. Martin....From nature.
26. Hop Culture, near Cooperstown, N. Y....Miss M. E. Martin....From nature.
27. Hop Culture, near Cooperstown, N. Y....Miss M. E. Martin....From nature.
28. Hop Culture, near Cooperstown, N. Y....Miss M. E. Martin....From nature.
29. Erie Canal, Utica, N. Y....James Ricalton....From nature.
30. Genesee Street, Utica, N. Y....James Ricalton....From nature.
31. Syracuse, N. Y.—Erie Canal....James Ricalton....From nature.
32. Syracuse, N. Y.—Erie Canal, Salt Blocks....L. C. Laudy....From nature.
33. Syracuse, N. Y.—Salt Works....L. C. Laudy....From nature.
34. Syracuse, N. Y.—Salt Works....L. C. Laudy....From nature.
35. Piffard, N. Y.—Salt Works....H. G. Piffard....From nature.
36. Piffard, N. Y.—Salt Works....H. G. Piffard....From nature.
37. Cornell University and Lake Cayuga....E. D. Evans....From nature.
38. Falls at Ithaca....T. C. Roche....From nature.
39. Taughannock Glen and Cayuga Lake....D. L. Elmendorf....From nature.
40. Taughannock Falls....T. C. Roche....From nature.
41. Havana Glen—Eagle Cliff Fall....L. E. Walker....From nature.
42. Havana Glen—Eagle Cliff Fall—winter....W. H. Rau....From nature.
43. Havana Glen—Bridal Veil Fall....L. E. Walker....From nature.
44. Havana Glen—Curtain Cascade....L. E. Walker....From nature.
45. Havana Glen—near Indian Oven....L. E. Walker....From nature.
46. Enfield Falls (colored)....W. H. Rau....From nature.
47. Watkin's Glen—Ice Formation....W. H. Rau....From nature.
48. Watkin's Glen—Rainbow Falls and Triple Cascade....L. E. Walker....From nature.
49. Watkin's Glen—Central Staircase and Mammoth Gorge....L. E. Walker....From nature.
50. Watkin's Glen—Cavern Cascade, frozen....W. H. Rau....From nature.
51. Watkin's Glen—Artist's Dream....L. E. Walker....From nature.
52. Hector Falls—winter....W. H. Rau....From nature.

53. State Fish Hatchery, Caledonia, N. Y....L. C. Laudy....From nature.
54. Seth Green stripping a Lake Trout....L. C. Laudy....From nature.
55. Portage Bridge and Fountain View (colored)....L. E. Walker....From nature.
56. Fall of the Genesee, Portage....L. E. Walker....From nature.
57. Upper Fall of the Genesee, Rochester....James Ricalton....From nature.
58. Lower Fall of the Genesee, Rochester....James Ricalton....From nature.
- 58a. Lockport—Locks of Erie Canal....James Ricalton....From nature.
- 58b. Lockport—Locks of Erie Canal....James Ricalton....From nature.
59. Port Jervis, from Mt. Peter....L. E. Walker....From nature.
60. Port Jervis—Monument near the Tri-states Rock....Hensel....From nature.
61. Delaware River near Callicoon....L. E. Walker....From nature.
62. Binghamton, from Prospect Point....L. E. Walker....From nature.
63. Tank City near Olean, N. Y....L. C. Laudy....From nature.
64. "Rock City," Salamanca....L. E. Walker....From nature.
65. Chautauqua Lake....L. E. Walker....From nature.
66. Chautauqua Lake....L. E. Walker....From nature.
67. Chautauqua—Model of Palestine....L. E. Walker....From nature.
68. Chautauqua—Grove near Landing....L. E. Walker....From nature.
69. Buffalo—inside Breakwater....James Ricalton....From nature.
70. Buffalo—Grain Elevator....I. P. Bishop....From nature.
71. Canal Boats, south end New York City....Van Altena....From nature.
72. Geological Hall, American Museum of Natural History....L. C. Laudy....From nature.

Sixty-two plain views; 13 colored views; wooden slide box; manuscript lecture.

List of the stereopticon slides in lecture 187, upon Niagara Falls, given under the auspices of the State Department of Public Instruction, November 30 and December 7, 1895.

NOTE.—Principal authorities to be consulted on Geography and Geology: Dana, *Manual of Geology*, 4th edit.; Lyell, *Principles of Geology*, Vol. I, p. 358, and *First Visit*, Vol. I, p. 30; Le Conte, *Geology*, p. 13; Geikie, *Geology*, p. 377, *Natural History of New York State*, Vol. IV, *Geology*, Hall, p. 386; Haughton, *Physical Geography*; *Brit. Encyc. Articles*, "St. Lawrence," Vol. XXI, and "Niagara," Vol. XVII; *Nature*, Vol. XXXII, p. 229; Elisée Reclus, *The Earth and its Inhabitants*, North America, Vol. III, *The United States*, p. 149; *Niagara Falls and their History*, by G. K. Gilbert, *National Geographic Monographs*, Vol. I, No. 7, Sept., 1895.

Authorities to be consulted on Zoölogy: *Riverside Natural History*, Vol. on Birds; *Cassell's Natural History*, Vol. on Birds; Chapman, *Hand Book of American Birds*.

Authorities to be consulted on Botany: *Gray's Manual of Northern U. S.*; *Wild Flowers and how to know them*, Mrs. Wm. Starr Dana.

Subject, Negative made by, and Authority.

1. Relief Map—North America (colored)....C. W. Briggs....Haughton's *Phys. Geog.*, p. 246.
2. Map—Watershed of St. Lawrence River (colored)....L. C. Laudy....*Brit. Encyc.*, Vol. XXI, pl. iv.
3. Map—Niagara River (colored)....L. C. Laudy....*Brit. Encyc.*, Vol. XVII, p. 472.
4. Bird's-eye view of Niagara River (colored)....L. C. Laudy....Lyell, *Princ. Geol.*, Vol. I, p. 358.
5. Railroad Suspension Bridge....T. C. Roche....From nature.
6. Sketch of Water-power System....C. W. Briggs....From Drawing by Dr. F. P. Van Denbergh.
7. Rapids from new Tower....D. L. Elmendorf....From nature.
8. Panorama of the Falls from new Tower....D. L. Elmendorf....From nature.
9. General view from Prospect Point....T. C. Roche....From nature.

10. General view from Prospect Park....D. L. Elmendorf....From nature.
11. American Fall from below—winter....H. J. Newton....From nature.
12. Recession of American Fall....L. C. Laudy....Nature, Vol. XXXII, p. 229.
13. Looking up American Rapids....D. L. Elmendorf....From nature.
14. Looking across American Rapids....D. L. Elmendorf....From nature.
15. American Fall from Goat Island (colored)....T. C. Roche....From nature.
16. American Fall and Luna Island....D. L. Elmendorf....From nature.
17. Road on Goat Island—winter....T. C. Roche....From nature.
18. Ice on Trees—Goat Island....T. C. Roche....From nature.
19. Ice on Trees—Luna Island....T. C. Roche....From nature.
20. Ice on Trees—Luna Island....T. C. Roche....From nature.
21. Ice on Trees—Luna Island....T. C. Roche....From nature.
22. Old Apple Tree, edge of American Fall—winter....T. C. Roche....From nature.
23. Hoar Frost on Trees....T. C. Roche....From nature.
24. Ice Formation—American Fall....T. C. Roche....From nature.
- 24a. American Fall from Luna Island....M. S. Lovell....From nature.
- 24b. "Cave of the Winds"....Bierstadt....From nature.
25. Horseshoe Fall from Goat Island....T. C. Roche....From nature.
26. Horseshoe Fall from Goat Island—winter....T. C. Roche....From nature.
27. Horseshoe Fall and Terrapin Rock—July, 1885 (colored)....D. L. Elmendorf....From nature.
28. Terrapin Tower from Goat Island—winter....T. C. Roche....From nature.
29. Horseshoe Fall from Goat Island—winter....T. C. Roche....From nature.
30. Terrapin Tower from Goat Island—winter....T. C. Roche....From nature.
31. Recession of Canadian Fall....L. C. Laudy....Nature, Vol. XXXII, p. 229.
32. Horseshoe Fall from Goat Island—winter....T. C. Roche....From nature.
- 32a. Canadian Fall from Goat Island, 1895....M. S. Lovell....From nature.
33. Sister Islands from Goat Island....H. B. Vanderveer....From nature.
34. Bridge between Sister Islands (colored)....T. C. Roche....From nature.
35. Canadian Rapids from Sister Islands....D. L. Elmendorf....From nature.
36. Canadian Rapids from Sister Islands....D. L. Elmendorf....From nature.
37. Bridge below the Falls....T. C. Roche....From nature.
38. Horseshoe Falls—distant storm....T. C. Roche....From nature.
39. General view of the Falls—storm clearing....T. C. Roche....From nature.
40. General view of the Falls—fair weather....T. C. Roche....From nature.
41. Horseshoe Fall—evening....T. C. Roche....From nature.
42. Horseshoe Fall, by moonlight....T. C. Roche....From nature.
43. American Fall from Canada (colored)....D. L. Elmendorf....From nature.
- 43a. American Fall from Canada side, 1895....Bierstadt....From nature.
44. American Fall from Canada—winter....T. C. Roche....From nature.
45. Ice Bridge—distant view....T. C. Roche....From nature.
46. Ice Bridge—near view....T. C. Roche....From nature.
47. Horseshoe Fall from Canada side—summer....D. L. Elmendorf....From nature.
48. Horseshoe Fall from Canada side—winter....T. C. Roche....From nature.
- 48a. Ideal Section at middle of Canadian Fall....L. C. Laudy....Gilbert, p. 213, fig. 10.
- 48b. Longitudinal Section of Gorge, with diagram of western wall....L. C. Laudy....Gilbert, p. 235, fig. 21.
49. Suspension Bridge—prospective view....T. C. Roche....From nature.
50. Looking down from Suspension Bridge....D. L. Elmendorf....From nature.
51. Detail of Bluff in Gorge....D. L. Elmendorf....From nature.
52. Geological Section of Gorge (colored)....L. C. Laudy....Hall, Nat. Hist. of N. Y., Vol. IV, p. 386.
53. Whirlpool Rapids....D. L. Elmendorf....From nature.
54. Whirlpool Rapids....D. L. Elmendorf....From nature.
55. Whirlpool Rapids....D. L. Elmendorf....From nature.
56. Whirlpool and Electric Railroad....M. S. Lovell....From nature.

- 56a. Whirlpool....M. S. Lovell....From nature.
 56b. Bird's-eye view of Niagara River....L. C. Laudy....Wright, Ice Age, p. 451.
 56c. Map—Lake " Erie-Ontario " (colored)....L. C. Laudy....Wright, Ice Age, p. 354.
 56d. Map—Niagara Gorge, showing physical features....L. C. Laudy....Gilbert, p. 212, fig. 15.
 56e. Old River Bank....M. S. Lovell....Gilbert, p. 219, fig. 16.
 56f. Bird's-eye view of Foster Flats....L. C. Laudy....Gilbert, p. 220, fig. 17.
 56g. Gorge below Whirlpool, and Foster Flats....M. S. Lovell....From nature.
 56h. New Electric Railroad....M. S. Lovell....From nature.
 56i. " Massacre Rock " near " Devil's Hole "....M. S. Lovell....From nature.
 57. Ancient Block House—Fort Niagara....M. S. Lovell....From nature.
 58. Brock's Monument, Queenstown Heights....M. S. Lovell....From nature.
 58a. Crystal Grotto (colored)....Bierstadt....From nature.
 58b. Looking out from under Ice Bridge (colored)....Bierstadt....From nature.
 59. Oswego—Life-saving Station....M. S. Lovell....From nature.
 60. Oswego—Man in Breeches Buoy....M. S. Lovell....From nature.

BIRDS

- Bald Eagle....L. C. Laudy....U. S. Ag. Bull., No. 3, pl. xiv.
 Great Horned Owl....L. C. Laudy....U. S. Ag. Bull., No. 3, pl. xxiv.
 Cliff Swallow....L. C. Laudy....Audubon, Vol. I, p. 177, pl. xlvii.

WILD FLOWERS

- Flowering Dogwood....C. Van Brunt....From nature.
 Liver-leaf....C. Van Brunt....From nature.
 Columbine....C. Van Brunt....From nature.

Sixty-five uncolored views; 12 colored views; 3 colored birds; 3 colored flowers; wooden slide box; manuscript lecture and pamphlet, by G. K. Gilbert; also 2 uncolored and 4 colored views of the Thousand Islands, which may be used in lecture No. 189, on the Coast of New England and the St. Lawrence River.

Detailed receipts, stating that each of the above shipments have been received in good order, are on file in this office.

The committee of the Council held several sessions at the Museum during the year, and kindly favored me with their advice regarding all matters pertaining to purchases to be made from the Fund, and at the close of the season addressed the following letter to the State Superintendent:

New York, April 10, 1896.

HON. CHARLES R. SKINNER, *State Superintendent of Public Instruction:*

DEAR SIR.—At a meeting of the undersigned Committee appointed by the Council of Superintendents on May 10, 1895, to advise upon matters pertaining to the visual instruction provided for by chapter 362 of the Laws of 1895, it was

Resolved, That the recommendations contained in our letter of May 22, 1895, and approved by you, May 28, 1895, have been fully and satisfactorily performed by Prof. Albert S. Bickmore and his assistants in the Department of Public Instruction of the American



LECTURE HALL OF THE AMERICAN MUSEUM OF NATURAL HISTORY ON NEW YEAR'S DAY, 1906.

Museum of Natural History, and that all expenditures made by him from the fund provided by the above law are hereby approved.

Professor Bickmore exhibited to us the views used by him to illustrate his lectures, Nos. 188, 189, 190, 191 and 192, as given in the accompanying list of slides.

(This list will be printed in full in our report for next year after the slides have been distributed.)

Resolved, That we approve the slides shown us and recommend that they be furnished to the Superintendents of schools for the second year.

It is hoped that 12 slides in each lecture and the Flowers and Natural History specimens may be colored.

Resolved, That we recommend that Professor Bickmore be requested to prepare illustrations on the following subjects for the third year:

- 193. The National Yellowstone Park.
- 194. Alaska and British Columbia.
- 195. California and the Yosemite Valley.
- 196. Mexico and Central America.
- 197. The West Indies.

It was also

Resolved, That all slides supplied in addition to the regular list provided for each lecture shall be furnished at cost price.

Respectfully yours,

CHARLES W. COLE,
CHARLES E. GORTON,
JAMES GODWIN.

STATE OF NEW YORK

DEPARTMENT OF PUBLIC INSTRUCTION }
SUPERINTENDENT'S OFFICE }
ALBANY, *May 20, 1896.* }

Prof. A. S. BICKMORE, *American Museum of Natural History, Central Park New York:*

DEAR SIR.—I hereby approve the recommendations of the Committee of Superintendents made in their communication of April 10th, relative to your work in preparing illustrations and lectures.

Yours respectfully,

CHARLES R. SKINNER,
State Superintendent.

We hope to be able to forward to the Superintendents of schools the lectures for this year on the following dates. Lecture No. 188

on October 1st; No. 189, on November 1st; No. 190 on December 1st, 1896, and No. 191 on January 1, 1897.

My recent visit to the Grand Canon of the Colorado will enable me to introduce new views into lecture No. 192 on "The Rocky Mountains and the Great Basin," and it will, therefore, follow at a later date.

In accordance with the wishes of the committee as expressed in their letter of April 10th I sailed with my wife on the 6th of June for the Carribbean group of the West Indian Islands. Our steamer called first at St. Kitts, and that being specially recommended in the American Coast Pilot as probably the healthiest island in the archipelago, we landed there by night. After the steamer had departed we learned that the American consul had just died. Two days later another death occurred, and the island was quarantined for yellow fever and we were held without the possibility of escape for 17 days, when the steamer on which we came returned and took us back to New York. However, I hope to be able to visit all these islands next spring by starting at an earlier date.

I had previously had the good fortune to make an arrangement with Dr. Dwight S. Elmendorf of this city to photograph these islands from St. Thomas down to Barbadoes and Trinidad, and also Jamaica. His trip was very successful; and on his return to New York, we started together by land for Mexico. Proceeding by the Piedmont Air Line to New Orleans, I there secured from a local photographer the negatives needed to complete our set on the Mississippi valley. Through the courtesy of the Southern Pacific railroad we went to San Antonio, and through that of the International and Great Northern to Laredo, where we entered Mexico. On all our journeys in that Republic we were furnished with transportation free, because we were traveling to gather the data and views necessary for spreading abroad an exact knowledge of that interesting and historic land.

Through the courtesy of the president of the Mexican International railroad we took that route to Monterey, Saltillo, San Louis Potosi, and the city of Mexico. Immediately on our arrival our minister, General Ransom, secured for us an audience with President Diaz, who expressed his gratification that we were to give two lectures on the Republic to the teachers of our city and State, and generously offered any aid in the power of his government, and issued through the Department of Public Education a general letter in our behalf to the Governors of the States which we planned to visit. The war department also kindly granted to Col. George M. Green permission to accompany us, which he generously volunteered to do; and we were greatly aided by his explanations of the customs of the country and the courteous introductions he gave us to the government officials during our extensive journeys throughout the

Republic. One week was spent studying Mexico City and its suburbs. We then proceeded via the Mexican railway, westward over the plateau to Mount Orizaba, and down beyond Cordoba.

When this mountain is seen from the eastern side — that toward the Gulf of Mexico — its greatest elevation of over 18,000 feet is appreciated, and including the tropical lands at its base, this view may be correctly described as without doubt the grandest mountain picture on our continent of North America.

Returning westward to Puebla, we visited the famous pyramid of Cholula. This is one of the best places from which to view that grand volcano, Popocatepetl, and near him his consort, another snow-capped peak, "The Woman in White."

From Mexico we proceeded by the Mexican Southern railway to Oaxaca, and there engaged a coach and six mules to take us over a semi-desert valley 36 miles to the ancient palaces of Mitla.

These marvelous structures are still quite perfect. The rooms are long and narrow and at present are open to the sky. Hence they are in favorable condition to be photographed, and the complete series of negatives which Dr. Elmendorf secured will be almost unique; for the buildings are soon to be covered with a roof, and then only flash-light views can be obtained of the interior halls.

Returning to Puebla City, we journeyed northward and westward by the Central railway to Guadalajara. This beautiful city is situated in the midst of a region blessed with an abundant rainfall — the only well-watered portion of the plateau that we saw during our long journeys.

Its famous cataract of Juanacatlan is appropriately styled the "Niagara of Mexico." Here we found a native planter introducing the American plow. At Queretaro Dr. Elmendorf secured a full series of the subjects of historic interest. Guanajuato is "the center of the greatest silver-mining district in the world." Its mines do not now yield as abundantly as formerly, but the annual output is stated to be at least six millions of dollars. Here we found an unusual number of beggars, yet near its central plaza has just been completed the most luxurious edifice in Mexico, if not on all the continent. It is the "Teatro Juarez," or Juarez Opera House. This structure has been many years in course of erection, and has just now been finished at a cost of nearly \$1,000,000.

Proceeding northward to Aguas Calientes, at the special request of the American Central railway, we went down to Tampico. The canon leading down from the plateau to the level of the Gulf of Mexico is one of the most remarkable in any land. The railway is built along its side high above the bottom of the deep barranca, and is a fine example of engineering skill. At the top of the chasm we left the railroad train and were placed on a

"trolley," or small open car, and were carried down by gravity for a distance of over 20 miles, during which we descended 3,000 feet. Tampico has during the last three years been transformed into an Atlantic port of the greatest importance to the future prosperity of the Republic by the building of jetties that enables the Panuco river to sweep its own bar out into the Gulf of Mexico between parallel jetties that confine its course, in a similar manner to the successful plan of Capt. Eads for removing the bar at the mouth of the Mississippi. Returning to Aguas Calientes, we followed the course of the Central railway northward to El Paso, having journeyed 4,260 miles in the Republic, and visited nearly all the important places accessible by railroad.

From El Paso we traveled by the courtesy of the Atchison, Topeka and Santa Fe railroad to Albuquerque and Flagstaff. Thence we rode 73 miles out to the Grand Canon of the Colorado, nearly opposite Point Sublime, which is over 6,000 feet above the troubled waters of that wonderful river. The Canon at this place is a geographical feature of our globe, which can not be exaggerated, and its grandeur is beyond any description in human language. Dr. Elmendorf photographed it from the "rim" or verge of several commanding promontories, and descended it by the trail of seven miles to the river. He also traveled over the Denver and Rio Grande railroad, and obtained many negatives in Colorado needed to complete to date our illustrations of lecture No. 192 on the Rocky Mountains and the Great Basin. We reached New York after an absence of 52 days, during which time we had journeyed 10,157 miles.

Agreeably to the wishes of the principals of the State normal schools, we have prepared and have forwarded them the following lectures:

Lecture No. 184 — Manhattan Island and the Highlands of the Hudson. Thirty-four colored views; 3 colored flowers; 34 uncolored views; wooden slide box; manuscript lecture. (Ten of the views of lecture No. 184 were previously sent and, therefore, omitted in this shipment.)

Lecture No. 185 — The Catskills and the Adirondacks. Twenty-four colored views; 25 uncolored views; wooden slide box; manuscript lecture. (Twenty-four of the views of lecture No. 185 were previously sent and, therefore, omitted in this shipment.)

Lecture No. 186 — The Lakes of Central New York and the Erie Canal. Thirty colored views; 29 uncolored views; wooden slide box; manuscript lecture. (Sixteen of the views of lecture No. 186 were previously sent and, therefore, omitted in this shipment.)

Lecture No. 187 — Niagara Falls. Twenty-five colored views; 3 colored buds; 3 colored flowers; 43 uncolored views. (Ten of

the views of lecture No. 187 were previously sent and, therefore, omitted in this shipment.)

The school at Oswego took its proportionate value in European views and the Training School in Brooklyn in apparatus. The series of slides on human anatomy and physiology distributed to the normal schools when we began in 1884 have been, at our request, returned to us, and the work of improving them is now going on, and they will be forwarded during the coming year. We shall also have the privilege of sending with them a remarkable "X-ray" slide of the bones of a man's foot and ankle from a negative made by the distinguished electrician and inventor, Mr. Nikola Tesla, who kindly loaned us the negative for that purpose and expressed his willingness to aid us any way in his power hereafter. This is an important illustration of how the most gifted of our people in original research are ready to aid in our system of visual instruction, where the name of the maker of every negative is given on a label upon every slide.

Last spring the scientific journals of London contained an account of a reception given by the Royal Society of Great Britain to the distinguished physician of Paris, Professor G. Lipmann, and of his successful display of the results of his "direct color photography." I therefore immediately addressed him a letter describing our system of visual instruction, and as samples of the skill of those who aid us forwarded two of the colored slides of flowers made by Mr. and Mrs. Cornelius Van Brunt, and I also inquired whether we could obtain slides prepared by his method, as, for instance, a series of views of the parks of Paris. This leading scientist of France favored me with the following important reply, indorsing in an unexpected and most gratifying manner our present method of public instruction:

FACULTE DES SCIENCES DE PARIS,
LABORATOIRE DES RECHERCHES (PHYSIQUE), A LA SORBONNE,
PARIS, *le Juni* 10, 1896.

Dear Sir.—I thank you for sending me your samples of colored photographs (slides). They afford the best means of teaching such large audiences. Mere description is generally insufficient, especially in the case of natural history and of geography.

I have been very much interested in the system of lectures you have inaugurated; a very powerful system indeed for the diffusion of knowledge, and one which will not easily be equalled elsewhere.

As for the use of the direct color photography which I have invented, I fear some time will elapse before it becomes popular.

As far as the results are concerned, the process is nearly perfect, as is truly stated in the reports you have mentioned. But the

technics are yet very imperfect and the plates are slow and irregular in fabrication. No one sells them as yet. I have had to make my own plates. The invention is, as you see, not yet in the industrial phase.

Believe me, dear sir, yours truly,

G. LIPMANN.

To supply original and more perfect illustrations of the characteristic mammals and birds of our country we have secured the co-operation of Mr. Ernest S. Thompson, who is regarded as the most skillful artist in our land in the delineation of such forms of animal life. The slides copied from these model drawings are faithful reproductions of his original sketches in water colors. We are also, as far as our means will allow, having maps drawn in India ink that give us clear, crisp and well-focused illustrations on our great screens. The high standard of the uncolored slides manufactured for us by Messrs. Van Altena & Son, has been maintained, and the slides supplied have usually excelled the sample from which the orders were given.

The attendance upon the lectures to Teachers at the Museum has continued most gratifying, the hall having been filled twice to hear one topic.

The audiences that have attended our "Free Course to the People" on the legal holidays have been overwhelming. A flash-light photograph was taken of those present on New Year's day. In six minutes after the hall was opened every available space, including the aisles, was packed full and the doors were closed.

Among other distinguished educators who come to see how eager the common people are for such illustrative instruction was Chancellor Day, of Syracuse University, who subsequently addressed us the following letter:

SYRACUSE, N. Y., *January 17, 1896.*

Professor ALBERT S. BICKMORE, *New York:*

My Dear Professor Bickmore.— Accept my thanks for the tickets to the lectures. My friends and family enjoyed very profoundly the lecture and stereopticon views which you gave us on New Year's day. I was very deeply impressed with the practical features of this educational method, and notwithstanding your very interesting descriptive lecture, I could not refrain from letting my eye travel about over the hall a little that I might know something of how the hour was being passed by the youngsters in our midst. Not an eye seemed to be off from you or the canvas, or an ear dull to anything that was being said. It was a most remarkable sight from where I sat to see the hundreds of youth, boys and girls, giving most eager and untiring attention to the lecture for the entire hour, while

several adult persons who were in my party spoke of the very great profit to them of some underlying thoughts in the lecture.

You certainly have inaugurated a great work, and I believe that it is to expand to proportions of which you have no conception, though I know you are conceiving very large things.

Count me with you always in your work.

Very truly,
JAMES R. DAY.

In accordance with your authorization, we sold to Dr. Henry M. Leipziger, for his course of Free Lectures to the People, under the auspices of the Board of Education of our city, Lectures Nos. 184, 185, 186 and 187, duplicates of those that were delivered last year to the Superintendents of the Schools of the State. Each of these will be repeated at nearly thirty places in our city to at least 15,000 different auditors, making a total attendance upon these four lectures outside of our walls of 60,000. Dr. Leipziger has also applied for the five lectures we are to send out this year, Nos. 188, 189, 190, 191 and 192, and these, through his great system, will reach 75,000 more of our citizens.

Applications for the privilege of buying our lectures and slides are frequently received from all parts of our country. One of these, which clearly sets forth the great opportunity we alone enjoy for benefiting the artisan class of our citizens throughout the land, is the following letter from the legal member of the great manufacturing firm of Studebaker Brothers at South Bend, Ind.

STUDEBAKER BROTHERS,
MANUFACTURING COMPANY, LEGAL DEPARTMENT,
SOUTH BEND, IND., *September 14, 1896.*

Professor A. S. BICKMORE, *New York, N. Y.:*

My Dear Professor.—Referring to the conversation had with you here, this is pre-eminently a manufacturing city. Our population is about 35,000, of which probably 6,000 are working people. We have in our works about 1,600; then there are the Oliver Plow Works (the largest of its kind) and two other plow works; and the Singer Manufacturing Co. have their case shop here, and employ about 1,000. Besides these there are other factories, among which is the Wilson Bros. Shirt Factory, employing 600 or 700 girls. Four-fifths of these working people are entitled to be classed as intelligent, thrifty and anxious for advancement. We have excellent schools. I have, however, long felt and pondered over the need of some entertaining educational scheme which will attract these people and the larger mass of young folk, claiming their leisure hours, and inciting them to personal, broadening investigation and study. The University Extension has been tried, but has filled the want only to a limited extent, and within an exceedingly

limited circle. Your scheme of visual education I have studied carefully, and am convinced that it is the solution of the problem. Its happy success in New York proves that it will reach the masses, and be the means of wonderfully benefiting any community fortunate enough to enjoy its privileges. What is good for New York will be good here. Nowhere in this country or in any other country, except in New York, can these means to so good an end be found. And why should not the great Empire State, having it in its power so to do, extend its system of influence throughout the "Empire," and while helping itself, help others. My purpose is purely philanthropic. These advantages, if offered by New York, would not be used for gain, public or private. If you can induce the authorities to sell lectures and slides, in cases like this, you and those who grant the concession will be benefiting a world and not a State. Give us a copy of your manuscript, with accompanying slides, and the privilege of buying them, and it will inaugurate here, and, in time, everywhere, an extensive scheme of education of which New York will properly be the source. Better citizenship will result from a popular course of lectures on this continent, among which, serving for the greatest good, would be the lectures on Manhattan Island. It is my purpose to personally superintend and deliver these lectures, the resultant good to me being the only selfish motive connected therewith.

If you can bring it about to supply these lectures and slides please put my name at top of the list of applicants, and I will give you a generous order, and hope for its early filling, that a good work may the sooner be producing results.

Very sincerely yours,

FREDERICK S. FISH.

A gratifying indorsement of the educational value of our work has been received from President Gilman, of Johns Hopkins University, in the following invitation, which my present duties here at the Museum prevented me from having the pleasure of accepting:

NORTHEAST HARBOR, MAINE, *August 27, 1896.*

Dear Professor Bickmore.—We are to have in Baltimore next autumn, beginning about the 19th of October, a series of lectures upon ancient cities close to the Mediterranean Sea — Jerusalem, Athens, Thebes, Carthage, Naples, Rome, etc. Can we persuade you to give us the introductory lecture of the course, with a survey of the Mediterranean in general, and the various points of interest that the traveler sees in going through that great sea, with some general reference to the successive movements of civilization of which it has been the witness.

Yours sincerely,

D. C. GILMAN.

At the moment of closing this report, the following important letter is received from Chicago, which city, like that of Baltimore, desires to inaugurate a system of public instruction like ours, which began in 1882 with an audience of twenty-five teachers and three officers of the Board of Education, and which last year, by our method of repetition in every city and chartered village of our commonwealth, has been extended to more than 800,000 pupils in our public schools, besides large bodies of our citizens.

THE CIVIC FEDERATION OF CHICAGO,
214-216 FIRST NATIONAL BANK BUILDING,
CHICAGO, *September 23, 1896.*

Dr. A. S. BICKMORE, *Natural History Museum, New York City:*

Dear Sir.—The members of the Educational Committee of the Civic Federation are much interested in the accounts of your work in New York city and State. They feel that it would be very desirable to do a similar work in introducing Museum methods into the study of natural history in our own city and State.

Will you kindly send me any publications which may have been issued in connection with this work, and any further information which would aid the committee in planning a similar work here?

Thanking you in advance for your courtesy in this matter, I remain,

Yours very truly,

RICHARD WATERMAN, JR.,
Secretary, Educational Committee.

We have lately issued the usual circular announcing our autumn course of lectures, to the principals of the different departments of our public schools, and already we have received written applications for tickets from 3,684 of the 5,000 teachers of our city. We also supply about 500 tickets to the instructors of our parochial schools. Brooklyn receives 1,000 tickets for its teachers and 500 more are supplied to the neighboring cities and villages, so that we have the assurance that the great auditorium of the Museum will be filled twice with public educators who have assembled to hear the lectures which have caused me to journey so far in order that I might be able to prepare them from personal observation.

Respectfully submitted,

ALBERT S. BICKMORE,
*Professor in charge of the Department of Public Instruction in the
American Museum of Natural History, Central Park.*

NEW YORK, *September 25, 1896.*

EXHIBIT No. 6

SCHOOL COMMISSIONERS

1. NAMES AND POST OFFICE ADDRESSES.
 2. SCHOOL COMMISSIONER DISTRICTS.
 3. WRITTEN REPORTS.
 4. TABULATED LIST OF SCHOOL DISTRICTS WHICH HAVE FAILED TO COMPLY WITH THE LAW IN REFERENCE TO "HEALTH AND DECENCY."
 5. LIST OF SUPERINTENDENTS AND PRINCIPALS OF GRADED SCHOOLS OF TWO OR MORE DEPARTMENTS.
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SCHOOL COMMISSIONERS

LIST OF SCHOOL COMMISSIONERS IN THE STATE OF NEW YORK FOR THE TERM OF THREE YEARS, ENDING DECEMBER 31, 1899, WITH POST OFFICE ADDRESSES

(Revised to January, 1, 1897.)

COUNTIES	Districts	Names	Post offices
Albany.....	1	*Garret P. Van Wie.....	Wemple.
	2	Charles Oswald	Rensselaerville.
	3	William H. Woodward.....	Watervliet.
Allegany	1	*Frank H. Bluestone.....	Canaseraga.
	2	V. M. Burdick	Little Genesee.
Broome.....	1	*Mrs. Mary L. Kniskern	Deposit.
	2	*Erwin B. Whitney	Chenango Forks.
Cattaraugus	1	*Frank H. Chapin	Hinedale.
	2	*Martha Van Rensselaer	Randolph.
Cayuga.....	1	*George A. Cooper	Martville.
	2	Edwin S. Manchester	Scipioville.
Chautauqua	1	Grant E. Neil.....	Ashville.
	2	*Winfield A. Holcomb	Fredonia.
	3	*James R. Flagg	Frewsburg.
Chemung.....	...	Jess S. Kellogg.....	Millport.
Chenango	1	E. Everett Poole	Lincklaen Centre.
	2	*Charles Clinton	Smithville Flats.
Clinton	1	*Seth S. Allen.....	Peru.
	2	*Fred E. Duffy.....	Mooers.
Columbia	1	*John W. Scott	West Copake.
	2	*John D. Mickle	Chatham.
Cortland.....	1	*Nathan L. Miller.....	Cortland.
	2	Isaac W. Van Buskirk.....	Preble.
Delaware.....	1	*Frank L. Ostrander.....	Masonville.
	2	*Hugh Adair.....	Davenport.
Dutchess	1	*Luke D. Wymbs	Glenham.
	2	*Luther L. Stillman.....	Red Hook.
Erie	1	John H. Meahl	Sloan.
	2	*James F. Ryther.....	West Seneca.
	3	Ira H. Vail	Collins Centre.
Essex	1	*Frank B. Wickes	Elizabethtown.
	2	Fred V. Lester.....	Westport.
Franklin	1	John S. Bizel.....	Malone.
	2	*Willard F. Hyde.....	North Bangor.
Fulton.....	...	*Willis E. Leek	Johnstown.
Genesee .....	...	Joel A. Loveridge.....	Batavia.
Greene	1	† Willard M. Whitney.....	Athens.
	2	George E. Paddock.....	South Durham.
Hamilton.....	...	*George A. McCoy.....	Lake Pleasant.
Herkimer.....	1	Burton Matteson	Fairfield.
	2	S. Lincoln Fish	Frankfort.
Jefferson	1	*E. N. McKinley	Adams.
	2	D. D. T. Marshall.....	Redwood.
	3	*R. Sheridan Clark.....	Three Mile Bay.
Lewis	1	*Charles D. Hill.....	Port Leyden.
	2	W. Grant Clark.....	Copenhagen.
Livingston	1	*James D. Sullivan.....	Livonia Station.
	2	*Samuel L. Whitlock	Springwater.
Madison	1	Carlos J. Coleman.....	Madison.
	2	*Lincoln A. Parkhurst.....	Canastota.
Monroe.....	1	*A. Worth Palmer.....	Fairport.
	2	*Chauncey Brainard	Spencerport.
Montgomery.....	...	Albert D. Sheffield.....	Nelliston.
Niagara	1	Almon D. Van Cleave.....	Lockport.
	2	Adelaide L. Harris.....	Ransomville.

* Re-elected.

† Has had previous experience.

‡ Deceased.

LIST OF SCHOOL COMMISSIONERS — (Continued)

COUNTIES	Districts	Names	Post offices
Oneida.....	1	*Cora A. Davis.....	Whitesboro.
	2	†Everett E. Edgerton.....	Clayville.
	3	*Selden L. Harding.....	Camden.
Onondaga.....	4	*James McCullough.....	Remsen.
	1	*Matthew G. Frawley.....	Baldwinsville.
	2	*Alfred F. Presley.....	Skaneateles.
Ontario.....	3	*Newton F. Benedict.....	Fabius.
	1	John H. Stephens.....	Clifton Springs.
	2	*Hiram C. Case.....	Allen's Hill.
Orange.....	1	*Charles Rivenburg.....	Newburg.
	2	William P. Kaufmann.....	Otisville.
Orleans.....	.....	Herbert R. Glidden.....	Holley.
Oswego.....	1	Thomas O. Young.....	New Haven.
	2	Schuyler C. Brown.....	Clifford.
	3	†C. Edward Jones.....	Pulaski.
Otsego.....	1	Myron N. Webster.....	Elk Creek.
	2	*Ulysses G. Welch.....	Oneonta.
Putnam.....	.....	†Millard F. Agor.....	Mahopac Falls.
Queens.....	1	William M. Peck.....	Whitestone.
	2	*James S. Cooley.....	Glen Cove.
Rensselaer.....	1	*Byron F. Clark.....	Hoosick Falls.
	2	Edwin S. Comstock.....	Brainard.
Richmond.....	.....	*Mrs. Julia K. West.....	New Brighton.
Rockland.....	.....	Robert R. Felter.....	Piermont.
St. Lawrence.....	1	*George G. Royce.....	Gouverneur.
	2	Walter E. Andrews.....	Pierrepont.
	3	Edwin F. McDonald.....	Norwood.
Saratoga.....	1	†Frank L. Smith.....	Birchton.
	2	†John T. Rice.....	Corinth.
Schenectady.....	.....	H. Maynard Akin.....	Rotterdam Junction.
Schoharie.....	1	Seward E. Tennant.....	Schoharie.
	2	*Robert E. Sternberg.....	Cobleskill.
Schuyler.....	.....	*Jabez L. Buck.....	Sugar Hill.
Seneca.....	.....	Ulysses G. Stout.....	Ovid.
Steuben.....	1	†Minor G. Foster.....	Wheeler.
	2	*Charles J. Stainer.....	Lindley.
	3	*Charles Marlatt.....	Troupsburgh.
Suffolk.....	1	*Charles H. Howell.....	Riverhead.
	2	*Charles W. Fordham.....	Bay Shore.
Sullivan.....	1	*John Z. Twichell.....	Barryville.
	2	*Monroe H. Wright.....	Livingston Manor.
Tioga.....	.....	†Oscar Granger.....	Tioga Centre.
Tompkins.....	1	Minor McDaniels.....	Enfield Centre.
	2	Grant H. Halsey.....	West Groton.
Ulster.....	1	Charles Clum.....	Saugerties.
	2	*Millard W. Baldwin.....	Port Ewen.
	3	†Charles Sitzler.....	West Shokan.
Warren.....	1	*Roxie G. Tuttle.....	Glens Falls.
	2	†F. W. Allen.....	Bolton Landing.
Washington.....	1	*William H. Dennis.....	Greenwich.
	2	*Myra L. Ingalsbe.....	Hartford.
Wayne.....	1	*Samuel Cosad.....	Wolcott.
	2	Rufus N. Backus.....	Palmyra.
Westchester.....	1	*Walter S. Allerton.....	Mount Vernon.
	2	Jacob G. Miller.....	Sing Sing.
	3	†William G. Barrett.....	Katonah.
Wyoming.....	1	*Merritt B. Hale.....	Warsaw.
	2	Silas L. Strivings.....	Gainesville.
Yates.....	.....	*Llewellyn J. Barden.....	Gage.

* Re-elected.

† Has had previous experience.

2. SCHOOL COMMISSIONER DISTRICTS IN THE STATE OF NEW YORK, JANUARY 1, 1897

The districts as organized in the different counties on the 1st day of January, 1897, are as follows:

ALBANY COUNTY:

First District.—Towns of Bethlehem, Coeymans, New Scotland.
 Second District.—Towns of Berne, Rensselaerville, Westerlo.
 Third District.—Towns of Colonie, Green Island, Guilderland, Knox.
 The city of Albany is organized under a special school act.
 The city of Cohoes is organized under a special school act.
 The city of Watervliet is organized under a special school act.

ALLEGANY COUNTY:

First District.—Towns of Allen, Almond, Angelica, Belfast, Birdsall, Burns, Cananda, Centreville, Granger, Grove, Hume, New Hudson, Rushford, West Almond.
 Second District.—Towns of Alfred, Alma, Amity, Andover, Bolivar, Clarksville, Cuba, Friendship, Genesee, Independence, Scio, Ward, Wellsville, Willing, Wirt.

BROOME COUNTY:

First District.—Towns of Chenango, Colesville, Conklin, Fenton, Kirkwood, Sanford, Windsor.
 Second District.—Towns of Barker, Binghamton, Dickinson, Lisle, Maine, Nanticoke, Triangle, Union, Vestal.
 The city of Binghamton is organized under a special school act.

CATTARAUGUS COUNTY:

First District.—Towns of Allegany, Ashford, Farmersville, Franklinville, Freedom, Hinsdale, Humphrey, Ischua, Lyndon, Machias, Olean, Portville, Yorkshire.
 Second District.—Towns of Carrollton, Coldspring, Conewango, Dayton, East Otto, Elko, Ellicottville, Great Valley, Leon, Little Valley, Mansfield, Napoli, New Albion, Otto, Perrysburgh, Persia, Randolph, Red House, Salamanca, South Valley.

CAYUGA COUNTY:

First District.—Towns of Brutus, Cato, Conquest, Ira, Mentz, Montezuma, Sennett, Sterling, Throop, Victory.
 Second District.—Towns of Aurelius, Fleming, Genoa, Ledyard, Locke, Moravia, Niles, Owasco, Scipio, Sempronius, Springport, Summer Hill, Venice.
 The city of Auburn is organized under a special school act.

CHAUTAUQUA COUNTY:

First District.—Towns of Busti, Chautauqua, Clymer, French Creek, Harmony, Mina, Sherman.
 Second District.—Towns of Arkwright, Hanover, Pomfret, Portland, Ripley, Sheridan, Villenova, Westfield.
 Third District.—Towns of Carroll, Charlotte, Cherry Creek, Ellery, Ellicott, Ellington, Gerry, Kiantone, Poland, Stockton.
 The city of Dunkirk is organized under a special school act.
 The city of Jamestown is organized under a special school act.

CHEMUNG COUNTY:

Comprises a single district, excluding Elmira.—Ashland, Baldwin, Big Flats, Catlin, Chemung, Elmira, Erin, Horseheads, Southport, Van Etten, Veteran.
The city of Elmira is organized under a special school act.

CHENANGO COUNTY:

First District.—Towns of Columbus, Lincklaen, New Berlin, North Norwich, Norwich, Otselic, Pharsalla, Pitcher, Plymouth, Sherburne, Smyrna.
Second District.—Towns of Afton, Bainbridge, Coventry, Greene, German, Guilford, McDonough, Oxford, Preston, Smithville.

CLINTON COUNTY:

First District.—Towns of Ausable, Black Brook, Dannemora, Peru, Plattsburgh, Saranac, Schuyler Falls.
Second District.—Towns of Altona, Beekmantown, Champlain, Chazy, Clinton, Ellenburgh, Mooers.

COLUMBIA COUNTY:

First District.—Towns of Ancram, Claverack, Clermont, Copake, Gallatin, German-town, Greenport, Livingston, Taghkanic.
Second District.—Towns of Austerlitz, Canaan, Chatham, Ghent, Hillsdale, Kinderhook, New Lebanon, Stockport, Stuyvesant.
The city of Hudson is organized under a special school act.

CORTLAND COUNTY:

First District.—Towns of Cincinnatus, Cortlandville, Freetown, Harford, Lapeer, Marathon, Virgil, Willett.
Second District.—Towns of Cuyler, Homer, Preble, Scott, Solon, Taylor, Truxton.

DELAWARE COUNTY:

First District.—Towns of Colchester, Deposit, Franklin, Hamden, Hancock, Masonville, Sidney, Tompkins, Walton.
Second District.—Towns of Andes, Bovina, Davenport, Delhi, Harpersfield, Kortright, Meredith, Middletown, Roxbury, Stamford.

DUTCHESS COUNTY:

First District.—Towns of Amenia, Beekman, Dover, East Fishkill, Fishkill, LaGrange, Northeast, Pawling, Pine Plains, Stanford, Union Vale, Wappinger, Washington.
Second District.—Towns of Clinton, Hyde Park, Milan, Pleasant Valley, Poughkeepsie, Red Hook, Rhinebeck.
The city of Poughkeepsie is organized under a special school act.

ERIE COUNTY:

First District.—Towns of Alden, Amherst, Cheektowaga, Clarence, Grand Island, Lancaster, Newstead, Tonawanda.
Second District.—Towns of Aurora, East Hamburg, Eden, Elma, Evans, Hamburg, Marilla, Wales, West Seneca.
Third District.—Towns of Boston, Brant, Colden, Concord, Collins, Holland, North Collins, Sardinia.
The city of Buffalo is organized under a special school act.

ESSEX COUNTY:

First District.—Towns of Chesterfield, Elizabethtown, Essex, Jay, Keene, Lewis, North Elba, St. Armand, Willsborough, Wilmington.
Second District.—Towns of Crown Point, Minerva, Moriah, Newcomb, North Hudson, Schroon, Ticonderoga, Westport.

FRANKLIN COUNTY:

First District.—Towns of Belmont, Brighton, Burke, Chateaugay, Duane, Franklin, Harriestown, Malone.

Second District.—Towns of Altamont, Bangor, Bombay, Brandon, Constable, Dickinson, Fort Covington, Molra, Santa Clara, Waverly, Westville.

FULTON COUNTY:

Comprises a single district, excluding cities of Gloversville and Johnstown.—Bleecker, Broadalbin, Garoga, Ephratah, Mayfield, Northampton, Oppenheim, Perth, Stratford.

The city of Gloversville is organized under a special school act.

The city of Johnstown is organized under a special school act.

GENESEE COUNTY:

Comprises a single district.—Alabama, Alexander, Batavia, Bergen, Bethany, Byron, Darien, Elba, LeRoy, Oakfield, Pavillon, Pembroke, Stafford.

GREENE COUNTY:

First District.—Towns of Athens, Cairo, Catskill, Halcott, Hunter, Jewett, Lexington.

Second District.—Towns of Ashland, Coxsackie, Durham, Greenville, New Baltimore, Prattsville, Windham.

HAMILTON COUNTY:

Comprises a single district.—Arietta, Benson, Hope, Indian Lake, Lake Pleasant, Long Lake, Morehouse, Wells.

HERKIMER COUNTY:

First District.—Towns of Fairfield, Herkimer, Little Falls, Manheim, Newport, Norway, Ohio, Russia, Salisbury, Webb, Wilmurt.

Second District.—Towns of Columbia, Danube, Frankfort, German Flatts, Litchfield, Schuyler, Stark, Warren, Winfield.

The city of Little Falls is organized under a special school act.

JEFFERSON COUNTY:

First District.—Towns of Adams, Ellisburgh, Le Ray, Lorraine, Pamela, Rodman, Watertown, Worth.

Second District.—Towns of Alexandria, Antwerp, Champlon, Philadelphia, Rutland, Theresa, Wilna.

Third District.—Towns of Brownville, Cape Vincent, Clayton, Henderson, Hounsfield, Lyme, Orleans.

The city of Watertown is organized under a special school act.

KINGS COUNTY:

The city of Brooklyn is organized under a special school act.

LEWIS COUNTY:

First District.—Towns of Greig, High Market, Lewis, Leyden, Lyonsdale, Martinsburgh, Osceola, Turin, West Turin.

Second District.—Towns of Croghan, Denmark, Diana, Harrisburgh, Lowville, Montague, New Bremen, Pinckney, Watson.

LIVINGSTON COUNTY:

First District.—Towns of Avon, Caledonia, Conesus, Geneseo, Groveland, Leicester, Lima, Livonia, York.

Second District.—Towns of Mount Morris, North Dansville, Nunda, Ossian, Portage, Sparta, Springwater, West Sparta.

MADISON COUNTY:

First District.—Towns of Brookfield, De Ruyter, Eaton, Georgetown, Hamilton, Lebanon, Madison, Nelson.

Second District.—Towns of Cazenovia, Fenner, Lenox, Lincoln, Oneida, Smithfield, Stockbridge, Sullivan.

MONROE COUNTY:

First District.—Towns of Brighton, Henrietta, Irondequoit, Mendon, Penfield, Perinton, Pittsford, Rush, Webster.

Second District.—Towns of Clarkson, Chili, Gates, Greece, Hamlin, Ogden, Parma, Riga, Sweden, Wheatland.

The city of Rochester is organized under a special school act.

MONTGOMERY COUNTY:

Comprises a single district.—Amsterdam, Canajoharie, Charleston, Florida, Glen, Minden, Mohawk, Palatine, Root, St. Johnsville.

The city of Amsterdam is organized under a special school act.

NEW YORK COUNTY:

New York city is organized under a special school act.

NIAGARA COUNTY:

First District.—Towns of Cambria, Lockport, Pendleton, Royalton, Wheatfield.

Second District.—Towns of Hartland, Lewiston, Newfane, Niagara, Porter, Somerset, Wilson.

The city of Lockport is organized under a special school act.

The city of Niagara Falls is organized under a special school act.

ONEIDA COUNTY:

First District.—Towns of Deerfield, Floyd, Marcy, New Hartford, Whitestown.

Second District.—Towns of Augusta, Bridgewater, Kirkland, Marshall, Paris, Sangerfield, Vernon, Westmoreland.

Third District.—Towns of Camden, Florence, Rome, Verona, Vienna.

Fourth District.—Towns of Annsville, Ava, Boonville, Forestport, Lee, Remsen, Steuben, Trenton, Western.

The city of Utica is organized under a special school act.

The city of Rome is organized under a special school act.

ONONDAGA COUNTY:

First District.—Towns of Camillus, Clay, Elbridge, Lysander, Salina, Van Buren.

Second District.—Towns of Geddes, Marcellus, Onondaga, Otisco, Skaneateles, Spafford, Tully.

Third District.—Towns of Cicero, DeWitt, Fabius, Lafayette, Manlius, Pompey.

The city of Syracuse is organized under a special school act.

ONTARIO COUNTY:

First District.—Towns of Farmington, Geneva, Gorham, Hopewell, Manchester, Phelps, Seneca.

Second District.—Towns of Bristol, Canadice, Canandaigua, East Bloomfield, Naples, Richmond, South Bristol, Victor, West Bloomfield.

ORANGE COUNTY:

First District.—Towns of Blooming Grove, Cornwall, Crawford, Hamptonburgh, Highlands, Monroe, Montgomery, Newburgh, New Windsor.

Second District.—Towns of Chester, Deerpark, Goshen, Greenville, Minisink, Mount Hope, Tuxedo, Wallkill, Warwick, Wawayanda, Woodbury.

The city of Newburgh is organized under a special school act.

The city of Middletown is organized under a special school act.

ORLEANS COUNTY:

Comprises a single district.—Albion, Barre, Carlton, Clarendon, Gaines, Kendall, Murray, Ridgeway, Shelby, Yates.

OSWEGO COUNTY:

First District.—Towns of Granby, Hannibal, New Haven, Oswego, Scriba, Volney.

Second District.—Towns of Amboy, Constantia, Hastings, Palermo, Parish, Schroepfel, West Monroe.

Third District.—Towns of Albion, Boylston, Mexico, Orwell, Redfield, Richland, Sandy Creek, Williamstown.

The city of Oswego is organized under a special school act.

OTSEGO COUNTY:

First District.—Towns of Cherry Valley, Decatur, Exeter, Maryland, Middlefield, Otsego, Plainfield, Richfield, Roseboom, Springfield, Westford, Worcester.

Second District.—Towns of Burlington, Butternuts, Edmeston, Hartwick, Laurens, Milford, Morris, New Lisbon, Oneonta, Otego, Pittsfield, Unadilla.

PUTNAM COUNTY:

Comprises a single district.—Carmel, Kent, Patterson, Phillipstown, Putnam Valley, South East.

QUEENS COUNTY:

First District.—Towns of Flushing, Newtown, North Hempstead.

Second District.—Towns of Hempstead, Jamaica, Oyster Bay.

The city of Long Island City is organized under a special school act.

RENSSELAER COUNTY:

First District.—Towns of Berlin, Grafton, Hoosick, Lansingburgh, Petersburg, Pittstown, Schaghticoke.

Second District.—Towns of Brunswick, East Greenbush, Greenbush, Nassau, North Greenbush, Poestenkill, Sand Lake, Schodack, Stephentown.

The city of Troy is organized under a special school act.

RICHMOND COUNTY:

Comprises a single district.—Castleton, Middletown, Northfield, Southfield, Westfield.

ROCKLAND COUNTY:

Comprises a single district.—Clarkstown, Haverstraw, Orangetown, Ramapo, Stony Point.

ST. LAWRENCE COUNTY:

First District.—Towns of DeKalb, DePeyster, Fine, Fowler, Gouverneur, Hammond, Macomb, Morristown, Oswegatchie, Pitcairn, Rossie.

Second District.—Towns of Canton, Clare, Clifton, Colton, Edwards, Hermon, Lisbon, Madrid, Norfolk, Pierrepont, Russell, Waddington.

Third District.—Towns of Brasher, Hopkinton, Lawrence, Louisville, Massena, Parishville, Potsdam, Stockholm.

The city of Ogdensburg is organized under a special school act.

SARATOGA COUNTY:

First District.—Towns of Ballston, Charlton, Clifton Park, Galway, Half Moon, Malta, Milton, Providence, Stillwater, Waterford.

Second District.—Towns of Corinth, Day, Edinburgh, Greenfield, Hadley, Moreau, Northumberland, Saratoga, Saratoga Springs, Wilton.

SCHENECTADY COUNTY:

Comprises a single district excluding city of Schenectady.—Duanesburgh, Glenville, Niskayuna, Princetown, Rotterdam.

The city of Schenectady is organized under a special school act.

SCHOHARIE COUNTY:

First District.—Towns of Blenheim, Broome, Conesville, Esperance, Gilboa, Middleburgh, Schoharie, Wright.

Second District.—Towns of Carlisle, Cobleskill, Fulton, Jefferson, Richmondville, Seward, Sharon, Summit.

SCHUYLER COUNTY:

Comprises a single district.—Catharine, Cayuta, Dix, Hector, Montour, Orange, Reading, Tyrone.

SENECA COUNTY:

Comprises a single district.—Covert, Fayette, Junius, Lodi, Ovid, Romulus, Seneca Falls, Tyre, Varick, Waterloo.

STEUBEN COUNTY:

First District.—Avoca, Bath, Bradford, Campbell, Cohocton, Prattsburgh, Pultney, Urbana, Wayland, Wayne, Wheeler.

Second District.—Addison, Cameron, Caton, Corning, Erwin, Hornby, Lindley, Rathbone, Thurston, Tuscarora, Woodhull.

Third District.—Canisteo, Dansville, Fremont, Greenwood, Hartsville, Hornellsville, Howard, Jasper, Troupsburgh, West Union.

The city of Hornellsville is organized under a special school act.

SUFFOLK COUNTY:

First District.—Towns of Easthampton, Riverhead, Southampton, Southold, Shelter Island.

Second District.—Towns of Babylon, Brookhaven, Huntington, Islip, Smithtown.

SULLIVAN COUNTY:

First District.—Towns of Bethel, Cohecton, Delaware, Forestburgh, Highland, Lumberland, Mamakating, Thompson, Tusten.

Second District.—Towns of Callicoon, Fallsburgh, Fremont, Liberty, Neversink, Rockland.

TIOGA COUNTY:

Comprises a single district.—Barton, Berkshire, Candor, Newark Valley, Nichols, Owego, Richford, Spencer, Tioga.

TOMPKINS COUNTY:

First District.—Towns of Danby, Enfield, Ithaca, Newfield, Ulysses.

Second District.—Towns of Caroline, Dryden, Groton, Lansing.

The city of Ithaca is organized under a special school act.

ULSTER COUNTY:

First District.—Towns of Hurley, Kingston, Kingston City, Saugerties, Ulster.

Second District.—Towns of Esopus, Gardner, Lloyd, Marbletown, Marlborough, New Paltz, Plattekill, Rosendale, Shawangunk.

Third District.—Towns of Denning, Hardenburgh, Olive, Rochester, Shandaken, Wawarsing, Woodstock.

WARREN COUNTY:

First District.—Caldwell, Luzerne, Queensbury.

Second District.—Bolton, Chester, Hague, Horicon, Johnsburgh, Stony Creek, Thurman, Warrensburgh.

WASHINGTON COUNTY:

First District.—Towns of Argyle, Cambridge, Easton, Fort Edward, Greenwich, Jackson, Salem, White Creek.

Second District.—Towns of Dresden, Fort Ann, Granville, Hampton, Hartford, Hebron, Kingsbury, Putnam, Whitehall.

WAYNE COUNTY:

First District.—Towns of Butler, Galen, Huron, Lyons, Rose, Savannah, Sodus, Wolcott.

Second District.—Towns of Arcadia, Macedon, Marion, Ontario, Palmyra, Walworth, Williamson.

WESTCHESTER COUNTY:

First District.—Towns of East Chester, Mamaroneck, New Rochelle, Pelham, Rye, Scarsdale.

Second District.—Towns of Greenburgh, Harrison, Mount Pleasant, North Castle, Ossining, White Plains.

Third District.—Towns of Bedford, Cortlandt, Lewisboro, New Castle, North Salem, Poundridge, Somers, Yorktown.

The city of Yonkers is organized under a special school act.

The city of Mt. Vernon is organized under a special school act.

WYOMING COUNTY:

First District.—Towns of Attica, Bennington, Covington, Middlebury, Orangeville, Perry, Sheldon, Warsaw.

Second District.—Towns of Arcade, Castile, Eagle, Genesee Falls, Gainesville, Java, Pike, Wethersfield.

YATES COUNTY:

Comprises a single district.—Barrington, Benton, Italy, Jerusalem, Middlesex, Milo, Potter, Starkey, Torrey.

3. WRITTEN REPORTS OF SCHOOL COMMISSIONERS

ALBANY COUNTY — FIRST DISTRICT

GARRETT P. VAN WIE, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- houses in county.			Number of official visits made by com- missioner		Teachers employed for legal term.		Whole number of children attending school		Aggregate days' at- tendance during school year.		Value of school build- ings and sites.		Assessed valuation of districts.		Amount of public money received from State.		Amount of money raised by local tax.		Number of trees planted, 1895.	
Bethlehem ...	14	14	16	706	72,128	021	050							\$1,706 874		\$2,148 29		\$5,976 66		13	
Coeymans ...	14	17	18	770	77,475	16	840							1,379,434		2,186 99		5,477 59		36	
New Scotland	16	17	17	642	49,716	12,750								1,536,209		2,254 80		3,743 92		24	
Total	44	48	51	2,118	199,319	\$50,400								\$4,706,517		\$6,810 07		\$15,178 17		73	

I take great pleasure in reporting on the condition of the public schools of the First Commissioner District of Albany county to the effect that interest in the cause of education on the part of teachers, pupils, trustees and all patrons of the schools has been increased during the past scholastic year. I have found by the official visits I have made that greater attention is being paid each year by teachers to make their instruction more careful and accurate. For this great credit is due to the State department for its attempts to raise the standard of the examinations for teachers' licenses, resulting in the securing of a better-equipped class of teachers for the schools.

The attendance of pupils is better for the year, demonstrating that parents are learning that the education of their children is a duty that they must not neglect if they would advance their boys and girls to a condition better than their own.

There has been a tendency manifest among trustees to improve the school grounds and buildings under their charge, and I take pleasure in reporting all of the school property in the district in a good state of repair. The trustees and taxpayers of District No. 1, of the town of Coeymans, located in the village of Coeymans, have shown a commendable spirit in building an addition to their schoolhouse, so that now they have a commodious and well-equipped structure. While they employ but three teachers, there are four rooms in the new building, which, no doubt, will be re-

quired to meet the needs of the increasing population. At Ravena also there are three teachers, and here too may be found a fine school building and all the equipment for first-class school work.

ALBANY COUNTY—SECOND DISTRICT

GEO. R. DESILVA, *School Commissioner*

TOWNS IN DISTRICT	Districts with school houses in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1906
Berne	20	13	20	472	36,915	\$7,765	\$912,360	\$2,315 12	\$2,447 53	59
Rensselaerville	18	20	18	330	27,371	4,385	\$42,645	2,07 39	2,108 86	33
Westerlo	16	11	16	351	27,492	7,440	1,035,600	1 945 74	2,184 72	31
Total	54	43	54	1,153	91,778	\$19,590	\$2,810,605	\$6,268 25	\$6,741 11	113

The schools of this district are small, though prosperous as can be expected where the attendance is five or less.

There have been 110 candidates for certificates, with results as follows: Three passed for first grade, 41 for second, 24 for third, while 42 failed to obtain any.

I have annulled District No. 20, of the town of Westerlo, and consolidated the same with adjoining districts.

I would recommend consolidating many others, as the average attendance in 20 per cent. of the schools of this district is less than five.

The institute was held at Preston Hollow, May 21-25, conducted by Dr. Henry R. Sanford, assisted by Miss Himes, Dr. Milne, Prof. Downing and Rev. L. A. Ferris. It was the most interesting and practical institute held in this district for years, the instruction being along the line needed by teachers. Unusual interest in the institute was taken by patrons as well as teachers.

ALBANY COUNTY — THIRD DISTRICT

JAMES R. MAIN, *School Commissioner*

TOWNS IN DISTRICT	Districts with school houses in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1897
Colonie	21	22	23	1,064	107,901	\$28,775	\$4,605,551	\$3,351 17	\$9,617 29	21
Guilderland	14	14	14	619	63,714	18,850	1,385,300	2,492 43	4,655 02	44
Green Island	1	1	14	908	121,308	38,000	1,887,073	2,465 58	8,205 12	1
Knex	13	12	12	266	25,980	680	570,749	1,388 05	1,577 16	26
Total	48	49	68	2,878	320,900	\$82,303	\$8,408,673	\$9,697 21	\$24,156 19	101

In submitting my sixth annual report to the Department of Public Instruction, I have this to say: During the past year, by an act of the Legislature, a new city, Watervliet, and a new town, Green Island, have been erected from the original town of Watervliet, and while I still have supervision over them, I am not permitted to include in this report the statistics of the city of Watervliet, consequently am unable to give a full or correct statement as to the increase or decrease of school attendance, as compared with the previous year. However, I am pleased to report a healthy growth and steady advancement all along the line.

The several changes in the rules and regulations governing the uniform system of examinations has had a tendency to stimulate the teachers to greater exertion, the result being that a very large number of them are striving to obtain first-grade certificates, and with good prospects of success. I have observed, too, that the teachers are laboring harder, manifesting a deeper interest, and showing greater zeal in the work than heretofore, and possessing much more inclination to make teaching a life work.

I have introduced the grade examination in several schools, and it is very gratifying to note the interest taken in them, which must prove of benefit to the schools.

The school buildings many of them have undergone repairs, and all are in good condition. District No. 19, of Colonie, is building an addition to their school building at a cost of \$2,000, and also has an additional teacher.

There have been but few arrests under the Compulsory Education act, and the attendance at school has been better, but not full.

However, I think the truant officer, clothed with proper authority as the law now directs, will be the means of making the attendance complete.

ALLEGANY COUNTY — FIRST DISTRICT

F. H. BLUESTONE, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- houses in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1891
Allen.....	9	10	9	281	17,163	\$31,870	\$268,482	\$1,003 89	\$656 43	18
Almond.....	10	12	12	346	29,800	5,690	426,685	1,388 67	1,661 33	42
Angelica.....	8	7	12	401	45,189	9,080	597,971	1,356 96	2,182 82	19
Belfast.....	7	9	12	275	56,551	11,010	440,202	1,549 55	2,219 70	11
Birdsall.....	7	1	7	184	14,793	3,320	215,404	829 91	645 98	18
Borus.....	9	11	13	392	40,484	12,245	455,842	1,673 65	2,769 53	6
Canoadea.....	11	10	12	277	30,503	5,315	376,914	1,366 44	1,454 74	23
Centerville.....	9	9	10	226	19,538	4,360	335,312	1,125 81	893 25	15
Granger.....	7	7	8	182	17,484	4,055	266,470	897 72	858 44	26
Grove.....	10	4	10	206	17,230	3,500	231,855	1,103 72	1,095 67	11
Hume.....	13	11	16	405	45,360	8,165	652,794	1,856 03	2,379 93	11
New Hudson.....	12	12	12	279	25,089	6,595	508,357	1,464 33	1,300 80	13
Rushford.....	13	12	16	413	48,170	11,605	678,280	1,968 96	2,405 25	19
West Almond.....	8	0	8	148	12,039	2,725	161,108	874 37	749 64	18
Total.....	140	115	168	3,909	425,720	\$91,845	\$5,815,745	\$18,364 03	\$21,486 00	246

There has been no radical change in this district since my last report. The course of study is being generally adopted, and is remedying some of the evil resulting from constantly changing teachers. The grade of teachers are much higher in this district than formerly. The causes of this are, first, that we have two training classes, which are doing excellent work; second, the uniform system of marking examination papers.

Arbor Day was generally observed, and about 300 trees planted. In most cases the teachers added to the program sent out by the Department.

Institute was held at Angelica, September 30 to November 4. A. C. McLachlan was conductor. He put forth every effort to make the institute a success, and the teachers in attendance were much pleased with his instruction. Miss Himes, Prof. Welles and Prof. Slocum gave valuable assistance.

ALLEGANY COUNTY — SECOND DISTRICT

STEPHEN POLLARD, *School Commissioner*

TOWNS IN DISTRICT	Districts with school house in county	Number of official visits made by edu- cational commissioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Alfred.....	7	3	10	312	37,068	\$12,350	\$400,030	\$1,261 62	\$3,021 25	15
Alma.....	9	4	10	351	29,290	8,000	284,054	1,229 93	2,112 20	15
Amity.....	9	12	15	498	58,803	23,050	810,725	1,972 02	3,796 77	13
Andover.....	8	9	13	375	43,288	7,650	531,579	1,570 45	2,690 71	7
Bolivar.....	8	5	14	456	57,068	8,200	525,240	1,718 41	3,631 30	32
Clarksville...	7	5	7	183	16,826	4,590	263,340	819 14	1,028 65	9
Cuba.....	9	9	16	550	65,652	21,050	1,312,050	2,007 80	3,918 92	23
Friendship.....	8	10	16	547	75,977	25,850	1,004,755	2,091 16	7,431 47	14
Genesee.....	5	6	7	286	27,202	5,500	291,113	851 68	1,398 04	9
Independence...	7	7	9	347	33,887	5,000	314,080	1,142 21	1,880 24	15
Scioto.....	8	8	9	285	29,041	7,450	420,860	983 59	1,703 03	31
Ward.....	8	9	8	114	10,234	8,250	227,577	871 91	710 75	3
Weilaville.....	11	10	26	1,196	129,138	38,650	1,652,630	3,271 12	9,859 94	14
Willing.....	7	5	7	257	19,824	4,360	255,542	819 75	1,094 23	16
Wirt.....	11	11	13	341	32,496	16,450	514,325	1,533 95	2,674 24	36
Total.....	121	111	179	6,098	685,954	\$188,250	\$8,596,098	\$22,126 84	\$45,951 74	253

It is a pleasure to state that educational affairs in this commissioner district show a steady and healthful growth.

Much in this direction is due to an increasing interest in schools on the part of school officers and patrons, and much to the efforts of the Department of Public Instruction to make its helpful influence felt to the farthest corners of the State. The remotest school district, the humblest school officer and the youngest teacher is encouraged by the knowledge that each is as much a matter of interest and concern to the higher school authorities as are the schools in the centers of wealth and population. The efforts of the Department to promote the professional standing of teachers by requiring a higher and more technical education as a qualification for certificates, and, as a result, extending the time limit of such certificates, meets with hearty approbation. This is shown by the increased number of persons who are either taking courses of study in the training classes or are becoming candidates for first-grade certificates.

BROOME COUNTY — FIRST DISTRICT

MARY L. KNISKERN, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1899
Chenango	13	18	13	341	27,266	\$7,155	\$824,425	\$1,378 14	\$1,921 79	11
Coleville	28	31	30	724	53,798	12,770	1,165,149	3,420 36	4,150 80	24
Coukila	8	13	8	220	21,173	5,075	699,369	950 51	1,440 80	1
Fenton	9	12	10	230	21,487	4,275	501,276	1,182 63	1,188 45	8
Kirkwood	11	16	11	238	22,778	5,825	741,846	1,270 96	1,721 02	8
Sanford	23	26	23	815	84,467	26,270	1,368,584	4,003 21	8,591 20	12
Windsor	24	34	28	746	70,065	21,235	1,300,455	3,219 07	4,390 08	53
Total.....	116	150	133	3,314	311,904	\$82,605	\$6,571,084	\$15,424 88	\$23,214 84	97

During the year various improvements have been made on several school buildings. The primary department at Sanitaria Springs has been enlarged and the building repaired and painted throughout; it is now in excellent condition. Others have been painted, and in many cases the glaring windows shaded by curtains. Several dictionaries and a large number of charts have been purchased, and almost universally trustees have responded to the request to provide the necessary toilet articles. The Centennial charts given by the Department of Public Instruction have been placed in a majority of the schools. One hundred and sixteen schools have been in session; the school in district No. 5, Chenango, which had been closed for two years, having been reopened. Three thousand three hundred and fourteen children have been enrolled, with an aggregate attendance of 311,904 days.

Seven examinations have been held and 443 candidates examined, being 148 more than were examined last year. One first-grade, 47 second and 43 third-grade certificates were issued, being an increase of 13 second-grade and a decrease of 12 third-grade. Fifteen temporary licenses were granted, being one-half the number issued last year. Twenty beginners were added to the list. Sixty-four schools used the grade examinations, and eight diplomas were granted.

Arbor day occurred institute week, but was quite generally observed some other day. Ninety-seven trees were planted, 33 of these in the town of Windsor. A sufficient number of trees are now growing on many school grounds, and rose bushes and hardy herbaceous plants were planted instead.

A most successful and inspiring institute was held at Windsor the week of May 4, with Prof. Bugbee as conductor and Miss Himes as assistant. Prof. Banta and Mrs. Eastman, of Cortland normal, were with us for a time and gave very helpful instruction. We were also favored with excellent local help for three periods. The good people of Windsor gave a pleasant reception on Monday evening, which added much to the pleasure and success of the institute.

The demand for well-trained teachers is more and more apparent, but many trustees find serious difficulty in securing one of any kind. Every licensed teacher was pressed into service, and if trustees had the disposition it was not possible to use much discretion. Successful experience, good discipline, and that highly important qualification, strength of mind and nobility of soul, could not be much considered, the only question being "Have you a license?" The rural schools demand teachers with better, rather than more qualifications, teachers with interest and earnestness, who possess more of the common love of humanity which reaches out and enfolds the children, the mighty bulwark of the nation. Not until our teachers have a high conception of the great work in which they are engaged, of the molding power of their personal influence, and understand something of the exquisite beauty and priceless value of a human soul are they prepared to enter upon this work, nor do they themselves stand even at the threshold of true knowledge. We hope for good results along these lines through the teachers' library prepared by the Department of Public Instruction. Many of our teachers are thoughtful and earnest-minded, and a growing spirit in this direction was manifested at our last institute.

During the year 150 official visits were made and especial attention given to the lessons which the flag teaches, and the principles which underlie our national holidays. The best incentive to patriotic citizenship is to be gained by intelligent study of the principles which enter into its foundation, and surely our national holidays are overflowing with material rich and ripe. I trust the time is not far distant when the schools throughout the Empire State will thoughtfully observe each of our national holidays upon the day preceding the same. American literature is rich with suitable poems and standard selections from which any bright teacher with a particle of inventiveness can prepare a simple and pleasing program. Although unlike Arbor day, our holidays are retrospective in view, the lessons which cluster around them are educative in the highest degree and of far greater worth to the struggling boy and girl than many lessons learned from textbooks.

The township system seems to be the only plan which will give rural communities equal advantages with the cities and villages; but that these schools under the present system must, of necessity, remain somewhat in the background, makes it all the more imperative that school officers should guard them as a sacred trust and bring to them every advantage within their power. While they have disadvantages they also have advantages. Living in contact with nature many of these children seem to gather strength from the green pastures and meadow lands, the flowing streams and wooded hills which develops into forcefulness and power. Instead of lamenting the condition of the district schools I feel that every district and every teacher should be encouraged to carry out the full spirit of the present system until a better one shall have been devised.

BROOME COUNTY—SECOND DISTRICT

ERWIN B. WHITNEY, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Barker.....	13	30	16	365	37,284	\$9,300	\$862,752	\$1,858 07	\$2,359 02	10
Blghampton..	6	12	6	180	14,758	3,045	265,385	676 14	729 94	6
Dickinson...	2	3	5	83	9,610	3,100	351,480	570 26	1,290 31	2
Lisle.....	12	22	18	404	44,518	11,700	671,410	2,128 07	3,361 49	13
Madne.....	12	20	13	205	27,693	4,430	485,948	1,496 77	1,269 60	10
Nanticoke...	7	14	7	145	13,453	3,025	240,261	793 64	770 85	9
Triangle.....	11	23	18	422	52,709	14,386	801,718	1,928 12	3,094 12	7
Union.....	16	26	27	868	100,610	24,160	1,822,539	3,244 64	8,209 42	17
Vestal.....	15	27	18	514	47,046	7,490	795,580	2,113 19	2,436 51	15
Total.....	94	177	128	3,278	347,677	\$81,585	\$6,297 082	\$14,798 80	\$23,561 26	89

There is a healthy professional spirit among the teachers of this district, and school officers and patrons deserve much credit for the interest they are taking in school affairs. The number of teachers employed continuously in the same school during the year shows an increase of seven over last year. The number of inexperienced teachers employed has decreased by ten. Teachers are coming to realize more the value of grade examinations. Every rural school in this district is using them, and most teachers are following closely the graded course of study. Sixteen common school diplomas were awarded at the close of the year. In-

teresting subjects were discussed, and much enthusiasm was awakened at the association meetings. Many schoolhouses have been extensively repaired, new charts purchased in a number of districts, and libraries started in several schools. A union free school district was formed at Killawog early in the summer, and an excellent school building has been erected therein, with the very best facilities for lighting, heating and ventilating.

Most of the town boards have appointed attendance officers for the rural schools in compliance with section 3, chapter 606, Laws of 1896. There is no reason now why the Compulsory Education Law should not be vigorously enforced in the country districts. The State should go one step further, however, and provide truant schools instead of requiring local authorities to maintain such institutions, or send refractory pupils to industrial schools or other similar places of confinement.

Eight students completed the year's course in the training class at Union and were given professional certificates. Two strong classes have been organized this fall — one at Union, the other at Whitney's Point. With these schools furnishing a supply of trained teachers each year, in the near future western Broome will have a thoroughly professional teaching force.

The institute held at Whitney's Point in December was of great benefit to teachers, both professionally and socially. The people of Whitney's Point outdid themselves in the reception given the teachers. Prof. McLachlan was at his best, and Miss Eggleston and Miss Himes offered many practical suggestions. Topics discussed by others on the program were equally instructive.

There is an increase over last year in both average and aggregate attendance; but for all this, many districts have a small school population and correspondingly small assessed valuation. Efficient, experienced teachers command better salaries than these schools can afford to pay. The result is that either unskilled instructors must be employed or taxes become burdensome. What can be done to relieve these and the 3,000 other weak districts in the State is a question of vital import to all interested in the public schools. The township system will eventually solve the problem, but a large number of districts should be aided at once. Justice demands it and the State should give it. Some educators advocate dissolving such districts. This, however, would work injury to country localities in two ways — first, by practically depriving many children of school privileges, as they would be required to travel from two to three miles to school; second, by loss of a large amount in district quotas. These districts receive annually from the State \$100 for each teacher employed, and upon their dissolution this amount would be apportioned according to aggregate days' attendance, thus giving about \$225,000 yearly to

the cities and large villages. Relief is furnished a very few districts by section 18, chapter 264, Laws of 1896. The provisions of this law should be extended so that the legal voters of any district located near a village school of at least two departments could empower their trustee to contract with the trustee of such village school, whereby the children of the rural district might receive instruction in the neighboring village. Such a measure would furnish many districts with better school advantages and, at the same time, relieve them of burdensome taxes.

CATTARAUGUS COUNTY—FIRST DISTRICT

FRANK H. CHAPIN, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Allegany.....	14	35	23	960	114,687	\$16,800	\$1,161,573	\$2,792 85	\$6,610 87	38
Aubford.....	13	10	14	406	37,290	6,460	695,854	1,821 17	2,030 78	30
Franklinville.....	12	20	16	558	64,099	9,000	1,332,218	1,836 47	2,665 37	19
Farmersville.....	10	12	10	267	24,044	8,000	572,700	1,107 28	1,212 80	10
Freedom.....	10	9	11	306	28,108	4,050	625,901	1,242 33	1,284 30	10
Hinsdale.....	8	28	11	317	30,318	8,100	533,300	1,273 55	1,603 10	6
Humphrey.....	7	6	7	188	17,712	3,870	240,195	795 93	697 09	28
Iacuba.....	8	7	9	176	18,193	4,550	351,608	1,002 97	800 35	3
Lyndon.....	6	5	6	179	17,047	3,200	289,925	677 53	605 89	7
Marbias.....	14	19	17	505	43,587	9,900	759,773	1,608 20	2,904 63	15
Olean.....	7	51	62	2,789	400,764	99,303	4,466,181	8,326 27	40,423 15	9
Portville.....	10	19	16	640	70,308	7,050	608,446	2,063 43	3,985 24	18
Yorkshire.....	9	16	14	459	54,018	11,530	676,422	1,562 64	3,715 27	9
Total.....	128	237	216	7,761	922,146	\$184,073	\$12,312,100	\$26,181 61	\$68,596 83	187

During the past year nine new schoolhouses have been erected in this commissioner district. Five houses have been refurnished with modern seats and the aggregate days' attendance has been increased 21,603 days over the report of last year from the same towns reported. Taking this as indicative I can report progress in all lines of educational work in this district. I have made 237 official visits during the past year. I found in nearly every instance, on the part of both teacher, patrons and pupil a desire to improve all opportunities for advancing educational interests.

The Legislature at its last session divided this commissioner district by placing the town of Ellicottville in the Second Commissioner District. While my reports on that account do not show as large totals as they did one year ago, there has been an increase all along the line from the towns reported.

Early in the spring school building No. 3, in the city of Olean was burned, causing a loss to District No. 1, of Olean, of nearly \$10,000, above all insurance, and crippling very greatly their school for the balance of the school year. The voters, however, responded nobly to a call for funds to rebuild, and about \$65,000 will be expended in that district during this year.

CATTARAUGUS COUNTY—SECOND DISTRICT

MARTHA VAN RENSSELAER, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Carrollton.....	6	8	15	622	54,394	\$12,150	\$612,451	\$1,910 67	\$5,383 89	7
Coldspring.....	6	8	7	187	16,347	2,850	268,647	787 89	1,099 06	18
Conewango.....	11	14	15	409	42,466	6,200	739,190	1,774 08	2,636 06	20
Dayton.....	10	9	17	470	53,708	8,900	585,177	2,021 55	4,124 75	9
East Otto.....	9	6	11	279	24,032	4,150	453,041	1,611 74	1,220 63	21
Elko.....	3	3	8	74	5,682	725	64,057	338 81	424 52	8
Elliottsville.....	1	2	17	616	77,775	6,700	734,659	2,070 79	5,579 79	14
Great Valley.....	10	12	13	497	44,320	7,500	626,356	1,548 42	3,978 81	17
Leon.....	10	9	10	197	20,331	3,500	418,420	1,191 19	1,350 41	9
Little Valley.....	6	11	11	355	47,495	15,650	505,835	1,220 69	4,124 13	8
Mansfield.....	10	9	10	235	22,512	3,800	506,403	1,121 69	978 76	25
Napoli.....	7	7	7	185	15,545	2,800	285,068	792 06	783 05	11
New Albion.....	7	11	16	554	77,039	24,700	583,008	1,857 96	5,176 63	17
Otto.....	8	9	9	205	23,457	3,275	472,744	1,007 91	1,507 77	7
Persia.....	6	6	14	342	43,545	15,175	991,892	1,793 61	2,853 36	13
Perrysburg.....	9	8	10	186	20,857	6,450	365,455	1,097 60	1,672 72	16
Randolph.....	11	18	17	641	78,547	21,300	645,685	2,030 75	3,800 03	16
Red House.....	6	4	7	154	16,107	1,600	197,473	792 30	1,008 65	7
Salamanca.....	6	24	24	1,364	151,514	43,000	1,038,200	3,016 54	14,158 54	8
South Valley.....	5	5	8	281	17,895	3,300	99,837	765 94	1,784 58	4
Total.....	147	181	241	7,913	863,063	\$191,725	\$10,214,796	\$28,742 27	\$65,706 15	255

At no time during the last three years have the schools of the Second Commissioner District of Cattaraugus county been more prosperous than now. The commissioner acknowledges the faithful work of teachers, the attention and interest of local school officers, improved legislation and wise regulations by the Department of Public Instruction all of which has led to the success of the schools.

School property in many districts is in better condition for preservation, and better suited to the comfort of teachers and pupils while in a few districts it is a discredit to the community either by reason of indifference or the small amount of property to be assessed in the district.

Many schools are paying more attention to the course of study and the grading of classes. Whenever the graded course of study prescribed by the State has been adopted there has been an added interest in school work and better results have followed the efforts of teachers. Language and reading are the studies most neglected in the common school districts. Physiology has received faithful attention from the teachers and the law has been complied with so far as has been possible with an insufficient supply of text books.

The Teachers' Institute held at Salamanca in October was conducted by Prof. Percy I. Bugbee, assisted by Miss Rice, Professor Downing and others. The work was practical, and proved, as the year advanced, an incentive to the teachers for faithful effort in the school. The Teachers' Association has become a fixed part of the work of the district and the sessions have been of great value to the teachers who have attended.

CAYUGA COUNTY — FIRST DISTRICT

GEORGE A. COOPER, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Brunswick	7	11	10	542	65,776	\$14,730	\$2,000,074	\$2,020 41	\$4,727 99	1
Cato	12	15	14	827	32,484	8,800	945,503	1,631 34	1,963 74	10
Conquest	14	20	14	344	31,215	6,150	877,167	1,629 18	1,572 54	8
Ira	14	19	16	413	39,398	9,225	841,945	1,848 66	3,067 04	9
Mentz	5	7	11	353	45,550	12,100	840,788	1,406 52	2,462 90	2
Montezuma	7	9	8	220	21,607	4,160	805,754	949 89	1,477 07	12
Sennett	11	11	12	287	23,391	7,150	1,013,031	1,413 42	2,146 88	3
Sterling	14	21	21	596	65,874	9,525	926,602	2,813 00	2,948 45	7
Throop	6	6	7	193	19,025	4,075	590,873	828 63	1,020 76	6
Victory	15	26	15	262	35,825	4,025	564,850	1,708 27	1,416 66	11
Total	104	145	134	3,426	347,130	\$77,680	\$8,557,372	\$16,250 34	\$22,808 62	69

The schools of this commissioner district have been progressing steadily during the past year. The improvement is mainly in the teaching force. I have granted more first grade certificates this year than in the three years preceding, and given more recommendations to normal schools. The persons who have received the appointments to the normal schools, have in nearly all cases

been teachers of experience, some holding first grade certificates.

Another thing that is helping the rural districts to do better work, is that trustees are hiring for the entire year and keeping the same teacher for the second year if their work is satisfactory.

The changes in the school law and regulations governing the examinations have been cheerfully received and complied with.

Every school now floats a flag; the compulsory law received some of the much needed attention, and the law regarding the teaching of physiology and hygiene is generally observed.

CAYUGA COUNTY — SECOND DISTRICT

NELSON J. ADAMS, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Aurelius	9	11	12	338	38,452	\$7,800	\$1,035,108	\$1,367 70	\$2,147 63	15
Fleming	7	10	7	126	12,928	4,025	538,526	808 60	1,107 88	7
Genoa	13	17	14	464	41,179	9,850	772,340	1,604 40	3,669 01	20
Ledward	12	16	13	334	24,052	7,493	1,082,296	1,408 17	2,897 67	28
Locke	9	10	10	180	19,480	5,070	449,891	1,134 65	1,731 90	15
Moravia	7	18	15	549	60,966	15,525	1,312,200	1,938 40	3,203 77	11
Niles	12	15	12	270	22,486	6,675	774,220	1,068 68	2,307 48	10
Owasco	7	10	8	206	20,775	6,330	797,700	937 15	1,497 78	5
Scipio	14	22	14	370	33,862	6,425	935,906	1,685 42	2,518 77	11
Sempronius	9	12	9	199	17,818	3,075	388,200	1,036 76	1,256 46	9
Springport	8	15	13	436	50,726	20,305	860,452	1,653 81	2,989 02	16
Summer Hill	9	9	9	179	17,792	4,250	294,700	1,064 22	1,368 75	9
Venice	13	19	13	327	26,166	6,800	716,720	1,496 41	1,753 59	11
Total	129	182	151	3,967	397,522	\$104,155	\$9,908,949	\$17,803 07	\$28,551 77	167

In comparing the above table of statistics with those of previous years I find the number of children of school age gradually diminishing, together with a corresponding decrease in attendance. This deficiency comes from the rural districts. The union and graded schools generally show an increase in numbers and attendance. The question is often asked, what is to be done with the common district schools if they continue to diminish in numbers? The law passed by the last Legislature giving commissioners discretionary power to consolidate weak districts may in a measure answer this question, but in many of these districts this would produce great inconvenience by removing the school so far distant as to deprive small children of the means of an education. Four

new schoolhouses were built in this district during the last year and two thoroughly repaired, with two or three exceptions the buildings are in comfortable repair. A long felt want is being supplied by the enlargement of the Union School Building of Moravia, at an expense of ten or twelve thousand dollars. This additional room will relieve the overcrowded condition of the lower departments and furnish an extra room for training class and laboratory.

Teachers are generally working hard to keep up with advanced methods of teaching and the higher requirements for certificates. Many of the teachers have come to the conclusion that the teacher of the near future will be required to possess a special training for the work, and are entering the normal schools.

One indication of progress which is noticeable, is that a greater number of teachers remained in the same school during the entire school year than in previous years. This was due largely to the extension of time for which third-grade certificates were issued.

As taken from the trustees' reports, the whole number of children over eight and under 16 years of age, are 3,019, and the number of such children attending school some portion of the school year, 2,750 with a daily average attendance of only 1,902. If these are correct statistics, it does not present a very good showing for our compulsory school law. It would not, however, require very strong proof to convince commissioners that the average trustee is not an adept at making reports, and this is not to be wondered at, for it is entirely out of his line of business. These reports in order to be accurate, should come from some other source. If it was generally understood by trustees that they were not required personally to make these reports, but that they could employ some competent person to do so, and that the compensation therefor is a legal item of their account against the district, the reports would undoubtedly be reliable.

Arbor Day was almost universally observed by appropriate exercises, and according to abstract, 167 trees were planted upon school grounds. As far as the exercises are concerned, it is an excellent means of cultivating in the minds of pupils a love for trees and flowers, but the planting of trees upon Arbor Day by unskilled hands generally results in failure to make the trees live. It would be far better for the trustee to cause the planting of a sufficient number of trees in the early spring, so that they would grow uniform in size.

CHAUTAUQUA COUNTY — FIRST DISTRICT

C. C. HILL, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1904
Busti	12	18	14	414	49,568	\$12,711	\$974,213	\$1,878.75	\$23,261.35	16
Chautauqua . .	21	29	24	810	85,172	12,000	1,674,481	3,200.87	6,343.63	17
Clymer	7	11	9	175	22,700	5,335	482,502	1,117.74	1,501.31	7
French Creek . .	9	20	8	254	29,445	3,400	496,609	1,010.25	1,061.56	11
Harmony	23	30	24	784	72,815	17,220	1,229,441	3,238.72	4,827.28	19
Mina	13	17	14	383	47,694	4,975	512,726	1,634.05	2,024.32	13
Sherman	8	10	11	312	40,550	14,200	680,778	1,781.70	3,337.20	8
Total	92	131	119	3,230	331,470	\$70,931	\$5,589,111	\$11,051.58	\$22,486.05	89

In reviewing my work as commissioner during the past six years, I feel that I can safely say that the schools of this district have been continually improving. The graded system has been thoroughly established in all of the common schools, and as a result, pupils are taking more interest in their studies and doing more thorough work. Since the standard for teachers' certificates has been advanced, teachers are making better preparation for school work, and instead of there being an insufficient number of teachers to supply the schools, the number of duly licensed teachers in this commissioner district is continually increasing, the much larger percentage of whom hold certificates above the third grade.

I still believe that the third-grade teacher should be better equipped before entering her first school, and that it should be the chief aim of the training class to prepare this grade of teachers for their work, letting the normal schools look after the more advanced grades. With the present requirements for entrance to training classes, a large number of persons who are entering the profession for the first time are necessarily put into the schools with no knowledge of the methods of teaching, except what they may have obtained by observing their former instructors, and none but large village and city schools are able to fill the training class quota. I believe, if the training class is put within the reach of the person who is preparing for a third-grade certificate, that as a result we shall have, not only better third-grade teachers, but better second and first-grade teachers, and far less failures in the profession.

CHAUTAUQUA COUNTY — SECOND DISTRICT

W. A. HOLCOMB, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1906
Arkwright.....	8	8	211	17 620	\$3,220	\$382,535	\$415 77	\$1,052 20	12	
Hanover.....	16	27	35	1,115	146 331	45,430	1,640 371	9,891 90	20	
Pomfret.....	17	30	27	892	106 099	27 000	2,445 153	9 257 04	15	
Portland.....	11	21	17	527	59 013	14,500	1 449 268	5,385 27	6	
Ripley.....	11	16	16	471	50 258	18,485	1,346 971	3,406 41	7	
Sheridan.....	10	10	10	300	28 121	7,330	1,033 072	2,085 23	12	
Villanova.....	11	12	12	270	23 825	5,950	402 626	1,216 30	6	
Westfield.....	13	13	26	886	113 011	66,375	2,100 223	7,642 41	5	
Total.....	97	137	150	4,672	544,278	\$156,290	\$10,800,810	\$17,643 13	\$39,836 76	82

While we have no great changes to report, we believe that there has been a perceptible improvement in the condition of our schools. A comparison with last year's report shows an increase of 44,433 aggregate days' attendance although the number of pupils in attendance has fallen off.

We have made an effort to persuade trustees to exercise care in the selection of teachers for their districts and to engage them for the entire year. In this we have succeeded to a large degree and more teachers have been retained in the same school for the year than ever before.

Trustees and patrons have seen the benefit of such a course and many teachers have been re-engaged for the ensuing year.

A number of districts have repaired their schoolhouses and improved the school grounds and there seems to be a growing interest on the part of patrons in the conditions and success of their schools.

The trustee is a most important factor in the success of a school, and it therefore seems essential to the best interests that progressive men and women should assume the responsibilities of that office and greater importance attached to it.

Under present conditions, I find that many refuse to accept the office because of the time and oversight that it justly claims. Their excuse is that it is too much trouble and that it is a thankless position. It is true that the trustee has many responsibilities and seldom receives aught but condemnation. I believe it to be justice that the trustee receive a reasonable compensation and that school districts be allowed to vote a sum not to exceed \$25 to pay a competent trustee for his services. That he may be somewhat acquainted with his school, he should be required to visit the school at least twice each term.

I most heartily approve of the recent changes in regard to teachers' certificates, and believe that they will be the means of a higher standard and more efficient teachers.

CHAUTAUQUA COUNTY — THIRD DISTRICT

J. R. FLAGG, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- houses in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1906
Carroll	0	23	16	516	60,502	\$12,030	\$410,453	\$1,925 59	\$2,188 44	13
Charlotte	11	9	15	354	40,610	11,775	523,281	1,720 80	2,781 58	22
Cherry Creek	9	11	12	332	41,491	7,195	457,883	1,436 73	2,000 87	16
Ellery	13	12	12	308	31,611	7,800	640,241	1,361 10	1,833 97	35
Ellicott	9	16	14	593	68,306	18,175	727,478	1,618 32	5,100 21	15
Ellington	11	13	14	386	47,164	7,245	425,233	1,724 97	2,020 65	9
Geary	9	12	11	243	26,014	5,120	463,340	1,269 54	1,539 24	7
Kiantone	5	10	5	160	13,834	2,200	226,307	688 79	541 33	12
Poland	8	15	12	414	48,737	7,830	567,851	1,493 02	2,488 70	8
Stockton	10	14	13	392	44,202	10,850	695,730	1,496 95	2,761 15	18
Total	95	134	124	3,617	412,844	\$90,160	\$5,139,900	\$14,632 61	\$23,416 42	155

The statistical tables indicate that during the past year the aggregate attendance in this commissioner district has increased 14,413 days over that of last year, and 54,520 days over that of the preceding year.

Two more teachers have been added to the force, making the whole number 124. Twenty-three of this number are graduates of the Fredonia Normal School, all of whom have been eminently successful in their work, and reflect much credit upon that popular institution.

Owing to the stringency of the times, less money has been expended than last year for repairs and in the erection of new buildings. District No. 1 of the town of Ellery has built a very neat and comfortable building which conforms to modern ideas in regard to ventilation, lighting and heating.

Several districts have recently replaced the older patent desks by those that are more comfortable. There is, however, considerable work still to be done in this direction.

The wisdom of recent school legislation is being everywhere felt, and beneficial results are sure to follow. Much interest is manifested, in some parts of this commissioner district, concerning the law which allows the transportation of children to union schools at public expense. Already some of the districts have made arrange-

ments for trying the experiment, and if the results are satisfactory, it is believed that the greater portion of those districts lying contiguous to village schools will avail themselves of the privileges offered by the law. On account of the superior advantages offered at union schools the patrons in some of the districts are willing to be to the expense of conveying their children to and from school, on condition that the district shall pay tuition. This arrangement makes the tax upon the district less than it would be if a school were maintained in the district, which is gratifying to those patrons who have no children to attend school, and thus satisfaction is secured to all classes concerned.

The compulsory law has been generally administered with very little opposition. Some controversies have arisen over special cases, but by judicious management the law has been maintained without the necessity of making any arrests. The amendment to this law by the last Legislature, whereby the truant officer is appointed by the town board, will doubtless prove of valuable assistance in securing ready obedience.

The past year has been marked by the adoption of a uniform set of text-books for the schools of this commissioner district. Considerable effort was necessary to bring about this change, but it is gratifying to say that it has met with the hearty approval of the patrons. We believe that our teachers can do their work more systematically and better with a uniformity of books, and that the benefit which our schools will receive by this change fully repays the effort that has been made to accomplish it.

CHEMUNG COUNTY

JOHN T. SMITH, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- houses in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1890
Ashland	4	4	6	176	21 744	\$4 075	\$399 255	\$734 09	\$1,115 70	3
Baldwin	7	9	7	154	13 594	7,525	219 435	796 98	909 28	23
Big Flats	8	7	9	305	14 484	4,390	92,564	1,125 03	1 617 57	10
Catlin	11	6	12	348	28 602	5,909	345 180	1 273 92	1 451 27	17
Chemung	15	14	16	440	39 736	7 110	831,636	1 837 84	2,229 67	18
Elmira	6	4	6	192	1 1108	14,720	309,820	887 67	1,063 42	5
Krin	12	15	12	287	24 484	16 260	341,138	1 474 74	1 603 81	12
Horseheads	11	18	24	1,030	130 780	39,875	1,685,735	2 867 82	8 030 06	70
Southport	15	15	10	487	44 588	8,895	498,253	1 876 69	2,281 75	20
Van Etten	11	12	14	372	37 641	4 100	307 158	1,661 12	2,579 45	19
Veteran	14	15	16	338	45,000	9 380	62,618	1 911 96	2,594 81	13
Total	114	119	138	4,058	435,749	\$123,031	\$6,039,923	\$16,251 88	\$26,076 79	208

The condition of the schools of this district has undergone but little change within the past year. I am not quite satisfied with the provision of the law which allows a district to close school and contract with a union free or city school. It should allow them to contract with any school by obtaining the written approval of the school commissioners.

The regulation for the uniform examinations are in the main very satisfactory, still I do believe that some plan should be devised that would shut out such candidates as are in no wise prepared for the examination. I think before a candidate is allowed to enter the examination he should be required to give a testimonial from some competent person, showing that he has taken a course of study covering the requirements of the syllabus.

CHENANGO COUNTY — FIRST DISTRICT

DENNIS THOMPSON, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1890
Columbus	10	8	10	255	22,915	\$4,000	\$447,830	\$1,129 31	\$1,085 72	14
Lincklaen	0	13	9	145	9,465	3,600	196,585	979 24	932 63	19
North Norwich ..	9	9	8	138	12,665	5,200	417 753	882 59	973 55	6
New Berlin	17	11	23	579	63,152	11,010	1,192 886	2,671 00	4,414 96	28
Norwich	17	12	42	1,363	201,085	61,900	2,648 025	6,061 16	12,238 40	32
Otsello	11	23	12	207	26,511	4,200	234,345	1,393 80	1,455 32	14
Pharsalia	9	9	9	199	17,058	2,850	152,940	1,650 90	993 44	17
Pitcher	9	9	10	228	20,061	4,070	348 515	1,140 97	1,018 82	67
Plymouth	14	15	15	271	24,231	4,200	38,202	1,042 70	1,605 58	17
Sherburne	18	9	24	627	65,553	19,900	1,343 477	2,720 19	4,368 85	20
Smyrna	14	8	15	339	32,421	5,900	579 982	1,716 73	2,536 35	21
Total	137	124	177	4,441	484,116	\$113,790	\$6,968,880	\$21,382 74	\$31,553 61	255

It is six years since I first undertook the duties of commissioner of this district. In looking back over the years I can see that there has been marked improvement along many lines. Out of the 137 school buildings in the district there is scarcely one which has not been improved in its interior and exterior appearance and facilities. By this, I mean not such repairs only as time alone would necessitate, but improvements along modern lines of convenience. Ventilation, heating, desks, maps, and all the paraphernalia of modern methods of instruction.

In Norwich three new brick ward schools are building, each having twelve rooms and equipped with all the modern appli-

ances. These will be ready for occupancy in October and will meet the needs of the village for some time to come. Special mention is due to Superintendent Griffith for his commendable work in the supervision of the village schools. There has been a marked increase in the attendance at the high school. In connection with the high school is the only teachers' training class and kindergarten in the county.

An excellent grade of teachers has been the result of the higher qualifications necessary to pass the examinations to obtain teachers' certificates. This better grade of teachers has obtained a larger and more uniform attendance of pupils than heretofore, especially in the less populous districts. There is not a school in the district but floats the country's flag.

Professor Charles R. Loomis of the Sherburne Union School, and Professor H. W. Butts of the Smyrna Union School, began work under somewhat difficult conditions; the schools were run down and the attendance small, but now the attendance has been largely increased and the interest quickened. The Smyrna Union School is now running with three departments.

The institute was held in the courthouse and high school buildings at Norwich, May 25-29, under the direction of Conductors Stout and Bugbee. No institute for years has been held in this county that has surpassed it in the excellence of its work, and the interest manifested.

CHENANGO COUNTY—SECOND DISTRICT

CHARLES CLINTON, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted 1893
Afton	14	19	19	467	48,951	\$10,985	\$212,075	\$2,326 85	\$3,983 08	8
Bainbridge ..	12	19	18	500	54,092	24,880	336,496	2,284 07	5,324 17	18
Coventry	10	12	10	231	19,968	5,228	492,105	1,201 48	1,765 30	28
Garman	8	9	8	178	14,607	2,835	196,950	884 37	663 00	8
Greene	22	37	27	608	63,468	14,785	1,642,181	3,163 01	4,437 42	17
Gulford	18	19	20	456	47,544	10,325	1,180,493	2,478 19	3,610 69	38
McDonough ..	10	13	10	191	17,231	4,135	308,100	1,116 70	964 43	16
Oxford	10	28	23	580	46,714	11,486	1,482,321	2,510 09	4,558 01	27
Preston	8	9	8	129	9,811	2,616	370,370	875 20	942 04	11
Smithville	12	22	14	254	27,577	5,195	412,621	1,558 96	2,024 76	11
Total	183	187	166	3,683	349,561	\$122,025	\$2,601,012	\$18,802 92	\$28,268 44	186

In all the learned professions, once admitted to its rights and privileges, examinations are forever ended. Not so, however, with teachers under commissioners' certificates. Frequent examinations are before them and their time and energy are spent in preparation for the next trial for a license. This is not right. A lawyer or a physician is admitted to practice his profession and from that time forward he can give all his strength to his practice and to growth and expansion, and in a short time he has outgrown his examination days and has reached fields of labor far beyond the recitation room. He is totally unhampered by thoughts of future trials for licenses to continue his work. Why should a teacher be placed upon a lower scale? I believe a person who can earn a second grade certificate ought not to be examined again for a license to teach in any common school, and I quote, with approval, the language of the present Superintendent of Public Instruction: "In my opinion teachers should not be subject to so frequent examinations; they are required to submit to these tests too often. The less we examine, and the least restriction we place upon certificates when issued the greater is the profession exalted and the greater is the value of the certificate. When teachers have once earned a second grade certificate they should forever be exempt from examination in the subjects required for a certificate of that grade. If the present standard of a second grade certificate is not sufficient for this purpose, it can be made so, and our teachers thus relieved of the useless worry and unnecessary strain over examinations, and given an opportunity to devote their time to more valuable work."

To supply the schools of this district with teachers has been a difficult task during the past year. At one time there were six schools with teachers teaching under temporary licenses. The situation for the coming year is not encouraging. Applications are received almost daily from trustees for teachers and it is doubtful if the schools can be supplied without resort to temporary licenses. The truth is, the examinations have driven a number of experienced teachers out of the work and into other fields of labor. It seems to me the situation demands a change in the regulations governing the length or term of certificates, and I respectfully suggest that third grade certificates be made valid for two years, not to be renewed; that second grade certificates be made valid for five years and to be renewed without examination upon satisfactory proof of successful work in teaching; that first grade certificates should be made valid for life. The requirements for a third grade certificate are high enough at present for a two years' license, and besides that the age of candidates has been raised from 16 to 18. A great majority of our schools are taught by teachers holding second grade certifi-

cates and I believe if the renewal of their licenses rested solely upon their successful work in the school-room it would be a strong incentive to them to do their work well. The renewal would be giving faithful service its proper reward. The examination for the first grade certificate is so severe, with the experience required, that they should be made valid for life.

CLINTON COUNTY — FIRST DISTRICT

SETH ALLEN, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- houses in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1890
Ausable	11	17	16	366	37,852	\$13,808	\$988,285	\$2,353 72	\$4,590 41	43
Black Brook	12	19	17	473	43,571	6,616	254,954	1,345 33	1,166 57	57
Danemora	5	10	10	453	74,830	2,530	93,491	1,320 57	1,780 71	6
Penn.	17	31	19	560	40,673	8,360	620,117	2,257 73	2,796 80	27
Plattsburgh	15	33	33	2,160	210,134	61,225	1,826,047	7,683 15	19,864 29	25
Saranac	18	33	23	822	64,805	7,190	248,554	2,497 63	3,252 49	89
Schuyler Falls	9	13	11	413	34,777	5,375	228,642	1,448 84	2,144 59	3
Total	87	156	144	5,284	524,642	\$105,201	\$4,280,956	\$12,116 97	\$35,610 86	250

One hundred and ninety-eight different persons have attended the examinations in this district during the past year, and 72 have been granted certificates. Within the past three years the percentage of teachers passing the examinations has increased from 29 to 36 per cent. I heartily approve the changes in the regulations, especially the additional requirements for third grade certificates.

With the ever changing trustees, the large amount of clerical work and correspondence, and the isolated schools, I sometimes wonder at the amount of supervision done. A visit or two a year to a school 30 miles away, the trustee of which cares nothing for you, unless he is in trouble or can not find a teacher at from \$4 to \$6 per week, may not be productive of much good.

If the commissioner was allowed some voice in the selection of teachers for the different schools; if he had to deal with a few school boards instead of the numberless trustees, his connection with the schools would be more direct and his influence felt more in their management. Under the present system I am unable to see how anything like an intelligent supervision can be expected.

I would again call attention to the gross inequality of taxation existing between the various and oftentimes adjoining districts; and reiterate that no unit of taxation smaller than a town can be either just or right.

The people of this district desire free text-books. With the "township system," free text-books, and some means provided for the transportation of pupils, our schools would rapidly improve.

I would favor the law introduced last winter making some qualifications necessary to hold the office of commissioner, and believe that qualifications of some kind should be required of all school officers.

CLINTON COUNTY — SECOND DISTRICT

FRED E. DUFFY, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days at- tending during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Altona	14	24	17	749	61 291	\$0 125	\$243,219	\$2,156 61	\$2,539 85	20
Beekmantown ..	15	24	15	514	28 437	4 700	319,990	1 784 20	1,738 57	22
Champlain	13	24	19	685	65 796	24 680	803,857	2 460 98	4,878 05	11
Chazy	17	30	20	801	61 176	11 750	534,217	2 490 32	3,963 65	21
Clinton	12	19	12	470	39 607	500	171,114	1 445 11	1,564 37	40
Ellenburgh	19	34	26	826	59 117	6 788	251,063	2,341 04	2,851 61	16
Moers	22	50	26	1,024	80 433	12 779	392,966	3 224 02	4,550 74	36
Total	112	205	129	5,079	411,857	\$72 332	\$2,716,426	\$10,004 26	\$22,131 84	196

The past school year has been a prosperous one in many ways. Three new school buildings have been built. These buildings were all constructed in accordance with modern plans. The plans for ventilation, heating and lighting are especially commendable. The buildings in Ellenburgh are situated in the Adirondack region and have a frontage on Chateaugay lake. They each have large covered porch, ample cloak-rooms, the best of blackboards, and commodious school-rooms, seated with the best of iron desks. They are both finished in natural wood and are without doubt the best one-room school buildings in the commissioner district. During the last year many of our buildings have undergone thorough repairs. The people of our commissioner district are generally interested in our schools and willing to do all in their power to make them a success.

The instruction in our schools is certainly improving. Teachers are generally providing themselves with teacher's papers and books on methods of teaching. Although we feel we have had a prosperous year we are looking forward to better things.

Our institute was held at Rouses Point from May 11th to 15th, inclusive, with Percy I. Bugbee, conductor, and Miss Gratia L. Rice and Miss Eliza J. Kellas as assistants.

COLUMBIA COUNTY—FIRST DISTRICT

JOHN W. SCOTT, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1898
Ancram	10	21	10	238	22,423	\$5,375	\$970 222	\$1,175 70	\$2 816 14	14
Claverack	13	26	26	792	91,850	27,285	3,093,308	2,610 27	6,712 21	8
Clermont	5	10	5	175	14,878	3,725	641 837	635 62	1,156 91	10
Copake	10	20	10	287	26,801	9 050	960,090	1,245 27	2,154 60	10
Galtatin	6	12	6	158	16,486	2,750	327,681	720 49	1,220 55	13
Germantown	6	12	6	316	36,342	6,350	615,766	1,201 01	2,825 01	4
Greenport	4	8	5	146	12,766	4,250	640,128	602 95	1,208 15	11
Livingston	13	26	13	343	32,762	6,575	1,016,467	1 369 13	2,896 91	10
Taghkanic	7	12	6	124	9,119	3,125	317,830	681 90	973 04	92
Total	73	147	84	2,559	263,420	\$65,485	\$7,582,329	\$10,442 85	\$21 453 52	

The records show that 110 different candidates for teachers' certificates attended the seven examinations held during the year. Of this number four were successful in gaining first grade certificates, 32 earned second grade, and 15 gained third grade certificates. This makes it appear that 59 failed to gain certificates, which is not really correct, for many of this number came from other commissioner districts, when the places at which our examinations were held was convenient, and, doubtless, a large percentage of these have completed their examinations in their respective home districts and been reported there also.

I believe that the new "regulations" relating to candidates attending examinations in the commissioner district in which they reside, or in which they are teaching, will tend to make commissioners' annual reports of examinations more accurate in the future. In connection with this part of my report, I wish to express my hearty approval of all the recent changes in the "regula-

tions governing uniform examinations." I have renewed three first grade certificates, and indorsed two certificates of this grade from other districts, during the year. Three temporary licenses have been granted, and I hope that the time will soon come when it will not be necessary to grant any license of this kind.

The "Compulsory Law" has not increased the attendance at school, generally speaking. District No. 6, Claverack (Philmont Village), reports progress in this line, under the "law" passed by the last Legislature, which gave them the authority, as an incorporated village, to appoint a truant officer, and, while there have been no arrests in a legal sense, the officer has discharged his duties so well that cases of truancy have become rare. I hope that a like favorable report will be received in the future, from all parts of the county, as the result of the work of the truant officers appointed by the town boards of the several towns.

COLUMBIA COUNTY — SECOND DISTRICT

JOHN D. MICKLE, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- houses in county	Number of official clerks made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Austerlitz	9	11	10	231	20,503	\$4,295	\$309,858	\$1,153 73	\$1,491 22	5
Canaan	9	5	10	275	23,057	6,400	1,420,664	1,792 55	2,370 65	16
Chatham	12	22	20	601	53,258	11,460	1,963,425	2,447 63	4,656 04	15
Ghent	10	13	20	796	90,588	46,875	1,761,172	2,775 43	9,233 24	14
Hilldale	16	12	17	333	35,316	7,430	701,923	1,906 78	2,079 37	13
Kinderhook	8	11	15	588	50,317	21,572	2,110,041	2,012 50	4,961 43	6
New Lebanon	15	16	16	365	31,525	7,760	672,065	1,874 58	2,806 53	24
Stockport	4	9	6	368	40,602	6,600	1,012,962	992 34	2,238 28	....
Stuyvesant	6	0	9	375	42,014	6,950	1,367,791	1,208 92	3,699 65	6
Total	95	105	123	3,092	407,180	\$119,242	\$11,339,907	\$15,533 46	\$34,546 41	111

A comparison of the foregoing statistics with those of the previous year shows a decrease of 132 in the number of children attending school; and a marked decrease of over 16,000 days in the aggregate attendance. As an increase of 15,000 days was reported last year, the attendance of the schools of this district remains even less than that of two years ago. This, perhaps, should be somewhat attributed to the change in school age from 21 to 18 years; but more properly to a reaction against the com-

pulsory law. Parents and children in the rural districts have not respected this law during the past year; and trustees, being doubtful as to their authority, have refrained from assuming the greatly increased and disagreeable duties required in its enforcement. The law requiring a town attendance officer will certainly make this law more effective. Similar comparisons with last year's statistics show a decrease of 23 in the number of candidates for examination, and an increase of 28 teachers who failed to obtain a certificate. For the first time since the adoption of the uniform examination system the number of second grade certificates granted has exceeded the number of third grade certificates. There is also a large increase in the number of teachers who are graduates of a normal school, and a corresponding increase in the number of applications for appointment to such a school.

As there are but 52 unexpired certificates outstanding it will be almost impossible to supply the demand for teachers for the coming school year, except with the assistance of other commissioners, and by means of temporary licenses for the weak rural schools.

While the above facts can not be considered encouraging for new and inexperienced teachers, and for the small rural schools, they are undoubtedly evidences of a better paid, better qualified, and more successful corps of teachers. These statements certainly indicate progress in the teaching department; and for the weak rural schools there can ultimately be but two plans suggested for permanent relief, consolidation or the operation of a township system.

Two districts have been dissolved, with valuations of \$11,000 and \$26,000 respectively. Two new school buildings have been erected during the year, to replace one condemned and the other destroyed by fire; three schoolhouses have been entirely reseated; and many other improvements have been effected in other districts.

The graded system continues to give satisfaction and has been adopted by many of the teachers.

CORTLAND COUNTY — FIRST DISTRICT

NATHAN L. MILLER, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- houses in county	Number of official votes made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Cincinnati..	6	113	9	239	23,598	\$5,772	\$311,125	\$816 51	\$1,418 08	1
Cortlandville..	10	38	45	1,755	229,758	70,325	2,894,225	8,937 14	14,965 08	22
Freetown	8	14	8	141	14,459	3,785	268,563	907 67	825 78	7
Harford.....	8	13	8	165	17,491	3,850	308,731	936 88	1,243 72	3
Lapeer.....	8	16	8	133	12,555	3,175	254,299	884 87	818 44	8
Marathon	6	10	11	344	44,582	9,080	838,475	1,439 59	1,801 01	7
Virgil.....	18	32	19	284	28,800	6,040	405,788	2 131 47	2,079 15	17
Willet	5	7	5	161	14,673	4,450	235,595	695 51	665 32	4
Total.....	76	145	113	3,312	385,631	\$106,467	\$5,484,801	\$14,749 64	\$24,814 18	67

There has been no marked change in the schools of this district since my last report; the result of the year's work has been on the whole satisfactory. Although the number of children attending school is less than last year, the aggregate attendance has increased 11,118. The decrease in the number of school age attending school is due to the change in the school age; the increase in aggregate attendance is due to a partial enforcement of the Compulsory Education Law; with town officers to enforce the law the attendance should be still further increased the coming year.

There has been a scarcity of teachers, due to changes in the regulations governing the examinations. The recent changes meet my approval; yet I believe there should be at least another change, so that successful experience may have some consideration in the matter of granting certificates. In the past year, 23 who had held second-grade certificates, failed on examination to obtain another. Some of these were better teachers than some who received certificates. Commissioners should have some discretion in the matter of granting certificates, and should be allowed to refuse certificates to candidates who are known to be incapable, no matter what standing they may attain on examination. I believe that recent changes in the regulations, together with the State Teachers' Library and other attempts that are being made in that direction, will have a marked tendency to raise the standard of teachers, and to increase their professional spirit. There is an imperative demand for a teachers' training class in this district, and one should be established at Marathon.

While something has been done in this district toward consolidating weak with strong districts, and while there is an imperative demand for more work along this line, not much more can be done under present conditions without working hardship to some. It is difficult to persuade districts to take advantage of the law allowing them to contract with adjoining districts, and the law only provides for districts adjoining city, village, or union free school districts. The school district plan must give way to a township system, before much can be accomplished in this line.

CORTLAND COUNTY—SECOND DISTRICT

H. I. VAN HOESSEN, *School Commissioner*

TOWNS IN DISTRICT	Districts with school-house in county	Number of official visits made by commissioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' attendance during school year	Value of school buildings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1895
Cuyler ..	12	30	13	271	22,004	\$5,090	\$353,320	\$1,458 57	\$1,222 13	13
Homer ..	13	27	23	787	102,082	40,885	1,688,316	3,117 21	10,034 48	8
Preble ..	10	21	11	186	17,611	4,237	469,436	1,258 06	1,550 20	10
Scott ..	9	18	9	212	18,418	4,160	305,143	1,054 60	1,031 50	3
Solon ..	9	18	9	173	14,950	2,960	263,641	1,034 80	931 03	5
Taylor ..	9	18	9	153	13,162	2,595	174,420	1,017 62	962 84	11
Truxton ..	12	23	14	319	29,450	5,275	350,281	1,635 32	1,853 26	7
Total.....	74	155	88	2,101	218,644	\$54,992	\$3,544,567	\$10,539 20	\$17,565 43	57

Conditions in this commissioner district have not materially changed during the year. Two school districts have been dissolved and more should be, were it not for the distance children would have to walk to attend school. There is a gradual decrease in population, and a gradual shrinkage in value of farm property and farm products. No district can, without incurring a heavy tax, hire a competent and experienced teacher where the total valuation is less than \$15,000—and there are 20 such school districts in this commissioner district.

District No. 5, Truxton, was unfortunate in having the school-house burn July 4, 1895. A new building was erected and furnished in time for the fall term of school. This speaks well for the energy and spirit of the district, as the total valuation is but \$14,400, and it is situated in a town whose bonded indebtedness is \$124,000, and total valuation, \$450,000.

The faculty of Homer Academy and the citizens of the town contributed not a little to the success of the graded institute held in that town under the direction of Dr. Sanford and Professor Hendrick.

At my suggestion graduating exercises were conducted by teachers in five of the seven towns of this district, as a fitting close under the graded course of study. The exercises consisted of orations and essays by the graduating class, declamations and recitations by the juniors, each school district being represented, a short address by some person interested in educational work and awarding of diplomas and certificates of advancement. The interest and enthusiasm manifested by the people evidenced their appreciation of the public schools, and approval of the graded course of study.

DELAWARE COUNTY — FIRST DISTRICT

F. L. OSTRANDER, *School Commissioner*

TOWNS IN DISTRICT	Districts with school-house in county	Number of official visits made by commissioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' attendance during school year	Value of school buildings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1906
Colchester, . . .	23	20	32	835	79,941	\$9,280	\$581,521	\$5,658 17	\$4,103 32	31
Deposit,	12	11	12	432	50,123	5,035	302,363	1,348 68	2,011 73	16
Franklin,	24	25	25	449	42,687	10,897	991,550	2,798 57	3,263 39	37
Hamden,	16	9	16	340	34,641	5,050	517,658	1,806 18	2,465 84	21
Hancock,	21	21	28	1,178	118,864	19,630	1,202,008	3,551 04	8,627 02	29
Masonville, . . .	14	14	15	398	33,326	5,050	341,132	1,752 51	2,074 54	14
Sidney,	15	7	27	858	93,682	20,200	822,615	3,212 08	9,727 47	12
Tompkins,	25	10	27	864	56,266	11,080	567,503	3,019 67	4,838 43	32
Walton,	23	18	37	1,195	149,619	52,450	1,274,157	4,521 22	12,765 93	29
Total,	170	135	219	6,367	650,139	\$148,165	\$6,540,312	\$25,540 02	\$49,877 67	221

In submitting my third annual report it is safe to say that there is a gradual improvement along the educational lines in this commissioner district. During the past year a large number of school-houses have been repaired and furnished with modern furniture. The Compulsory Education Law still continues to yield good results in the union schools. There is an increase of 27,073 in the aggregate days' attendance, over that of two years ago.

There should be some legislation for the relief of the weak districts, some are obliged to pay as high, and even higher wages than the more wealthy districts. Under my supervision there is one

school district in particular, the smallest in town, which pays the second highest wages.

The union schools of Sidney, Walton and Hancock have an increased attendance which necessitates additional teachers. The board of education of Walton have purchased the old armory and furnished a portion for school purposes.

The training class of the Delaware Literary Institute has done very creditable work; 11 professional certificates have been issued as the result. Appointments have been received for next year for Franklin and also Walton. Special instructors have been engaged in both institutions, with fair prospects for organizing classes.

DELAWARE COUNTY — SECOND DISTRICT

HUGH ADAIR, *School Commissioner*

TOWNS IN DISTRICT	Marble with school house in county	Number of official votes made by com- missioner	Teachers employed for legal term	Whole number of children attending schools.	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Andes	21	8	26	48,760	481	\$4,840	\$809,288	\$2,829 68	\$3,829 68	24
Boysa	11	11	12	26,810	283	5,750	411,610	1,362 21	1,343 61	29
Davenport	18	10	14	42,650	416	10,165	542,969	2,048 98	2,721 07	28
Delhi	12	5	21	50,868	508	10,866	1,281,201	3,360 75	4,627 15	24
Harpersfield	17	15	11	26,417	266	7,340	353,975	1,604 75	1,637 82	17
Koutright	17	16	18	25,255	279	6,741	457,465	1,950 83	2,142 61	20
Meredith	18	17	18	34,364	359	9,830	647,810	2,022 47	2,424 83	41
Middletown	24	19	30	85,484	890	16,380	719,248	3,348 57	7,109 96	38
Roxbury	18	18	20	54,171	529	12,660	529,307	2,254 48	4,904 57	38
Stamford	10	10	23	56,892	457	17,860	772,002	2,405 44	5,709 42	41
Total.....	179	131	201	651,569	4,466	\$104,932	\$9,554,793	\$22,201 27	\$36,894 82	360

The schools of this jurisdiction have been conducted, as a whole, with much harmony and success during the past year. There has been marked progress made both in the system used, and in the thoroughness of the instruction given. A more cheerful educational spirit has been manifested in a large number of the districts. During the year several improvements have been made in school buildings. The Roxbury Graded School has been changed to a union free school, while several new school buildings have been built with modern improvements and upon new and more appropriate sites. The blackboards and seats have been neglected for years in quite a large number of schools, but many of these have secured new ones during the past year.

In nearly every town there are several school districts that maintain a school with less than 10 pupils registered and some not more than four or five pupils. This condition makes it most impossible to maintain the competition and inspiration that should be found in schools.

The institute which was held at Delhi, November 18th to 22d, was said to have been one of the best ever held in the district; the conductor, Professor Percy I. Bugbee, was highly praised as were also his able assistants, Miss Himes of Albany, Prof. W. D. Graves of Delhi and Prof. James B. Hastings of the Hobart Union School.

The graded course of study is now used by nearly every teacher to the benefit of both pupil and teacher. Since January 1, 1896, I have granted 27 diplomas.

DUTCHESS COUNTY — FIRST DISTRICT

LUKE D. WYMBES, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1895
Amenia	12	16	16	481	67,930	\$12,585	\$1,170,107	\$1,880 29	\$6,169 85	12
Beekman	5	5	5	100	9,499	5,250	640,886	610 08	1,125 87	8
Dover	12	12	12	300	24,794	2,832	1,182,237	1,395 19	2,491 71	17
East Fishkill	11	13	13	408	34,793	7,050	1,150,363	1,584 26	3,276 48	18
Fishkill	6	37	37	1,849	218,268	92,850	4,174,467	5,148 98	23,160 24	5
La Grange	12	12	12	301	26,821	8,080	1,002,077	1,439 63	2,419 39	10
North East	12	15	14	483	44,447	9,000	1,198,536	1,875 25	4,421 43	21
Pawling	9	13	13	423	38,889	13,225	1,600,873	1,741 84	6,176 88	11
Pine Plains	8	9	9	262	27,250	57,125	970,312	1,106 13	2,456 96	10
Stanford	14	14	13	335	27,695	5,450	1,299,376	1,610 95	3,628 52	10
Union Vale	10	10	10	292	10,176	5,920	593,143	1,121 65	1,640 64	19
Wappinger	7	15	15	604	74,718	25,375	2,455,860	2,047 78	6,611 85	4
Washington	12	16	16	556	50,890	5,805	1,696,279	1,766 16	4,774 88	21
Total	130	187	184	6,452	642,177	\$200,247	\$19,315,134	\$23,320 18	\$67,294 20	166

The aggregate days' attendance in this commissioner district for the year ending July 31, 1896, shows a falling off of nearly 20,000 days as compared with the attendance for the preceding year. This decrease has been principally in the farming sections of the district, especially in the towns of Beekman, East Fishkill, La Grange, North East, Pawling and Stanford. In the remaining towns there has been an increase of over 11,000 days. This would seem to indicate that in these days of low prices for farm products, the labor of the boys and girls has been required to save the expenses of hiring additional help. In other respects

this district shows a progressive and prosperous condition. School was maintained in 128 out of the 130 school districts, and 186 teachers were employed as compared with 179 last year.

District No. 6, town of Pawling, enlarged its site and a very pretty and convenient schoolhouse was erected. District No. 8, town of Amenia, enlarged its school building by the addition of a wing, and now employs three teachers. Several school buildings were refurnished during the year with modern school furniture, and the amount raised by local tax exceeded that of the preceding year by nearly \$5,000.

One district in the town of Dover was annulled and its territory consolidated with that of the adjoining district, thus making a strong district, financially, of two weak ones. The "graded course of study" has been introduced in about 75 of the schools of the district and reports of examinations held have been received from many of them.

A teachers' institute was held at Matteawan, May 11th to 15th, conducted by Welland Hendrick, A. M., Miss Florence Himes and Miss Eggleston assistants. The instruction given was highly profitable to the teachers, and the close attention given and excellent order maintained throughout the week evinced their appreciation. The daily average was 178 of 180 in attendance.

During the year seven examinations for teachers' certificates were held, at which 157 different candidates were examined, although a total of 313 were present. As the result of these examinations, 5 secured a first, 47 a second, and 38 a third grade certificate.

DUTCHESS COUNTY — SECOND DISTRICT

LUTHER L. STILLMAN, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1899
Clinton	10	10	10 ³	278	25,504	\$5,425	\$1,041,324	\$1,250 72	\$2,410 54	7
Hyde Park	8	8	14	485	54,875	18,974	1,941,167	1,881 85	5,749 48	8
Milan	10	14	10	227	18,630	4,425	678,440	1,167 74	1,866 66	8
Pleasant Valley ..	12	14	12	339	32,255	5,125	1,194,379	1,494 81	3,640 18	15
Poughkeepsie ..	10	12	13	539	54,712	36,275	2,899,067	1,747 86	6,133 57	8
Red Hook ..	8	16	15	746	89,191	16,450	2,974,618	2,324 33	7,216 35	7
Rhinebeck	12	19	20	744	74,185	25,700	3,629,863	2,627 11	6,522 49	9
Total	70	93	94	3,358	353,132	\$112,375	\$14,350,778	\$12,480 22	\$32,539 25	83

In my third annual report I am unable to call attention to any marked change in the condition of the schools of the district. The number of districts maintaining school for the legal term or longer is the same as last year. The number of teachers employed and teaching at the same time is one less than in the last report, 94. The total aggregate attendance of children of school age, and the average attendance, are a little less in four of the towns in the district and a little more in the remaining three towns than they severally were in the preceding year. Local causes, as the illness of teachers, and the prevalence of mild forms of contagious diseases among the pupils are a sufficient explanation of this decrease in attendance.

Seven examinations were held during the year at which 116 candidates attended. Of these, 7 passed for first grade, 27 for second grade and 18 for third grade certificates. The recent changes in the regulations by which certificates expiring in mid-year can be extended to the end of the same, and also extending the term of a second grade certificate to three years, met the hearty approval of the teachers and removed a large part of the annoyance and inconvenience connected with the uniform examinations.

During the year an effort has been made to grade the common schools of the district, and questions were furnished for the examinations in February and June. Many of the schools made use of them and with gratifying results. Fourteen common school diplomas were issued and a large number of certificates of promotion. Although this work is in the experimental stage in this district, I am persuaded that it will prove a means of raising the standard in the schools and also of preventing the interruption of the work of the pupils heretofore caused by the almost constant yearly change of teachers.

In conclusion, I desire to call attention to the great inequality in the expense per pupil at present existing in the maintenance of the different schools of the commissioner district. In the school of smallest average attendance (4.4) the expense per pupil for the year was \$66.78, while in the school of largest average (188.8), which is, at the same time, the wealthiest school in the commissioner district, it was a small fraction more than \$18. The average for the entire 69 schools is exactly \$23. Words could hardly be more expressive than these figures are in favor of the township system, or some modification of it, that shall relieve the weaker districts without greatly adding to the burdens of the stronger ones.

ERIE COUNTY—FIRST DISTRICT

IRVING D. ECKERSON, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1895
Amherst	17	18	22	992	104,457	\$25,750	\$3,129,749	\$2,692 84	\$5,526 97	86
Allen	12	11	15	454	54,959	14,660	1,273,188	1,890 84	3,647 33	16
Charence	13	20	25	785	81,073	17,615	2,071,463	2,972 34	5,242 73	124
Cheektowaga	9	11	18	990	107,764	30,100	4,483,938	2,224 21	15,259 04	20
Grand Island	10	16	10	255	28,467	5,000	1,045,061	1,184 06	2,265 00	15
Lauvater	10	10	18	891	94,440	21,225	2,744,178	2,180 34	12,101 90	21
Newstead	13	17	11	887	98,810	23,450	1,420,467	2,674 65	6,826 75	30
Tonawanda	6	5	42	1,973	206,901	54,150	6,602,861	6,035 88	26,530 53	7
Total ..	90	102	171	7,207	832,037	\$197,950	\$22,630,600	\$21,810 36	\$77,394 25	322

In submitting my sixth annual report I am pleased to say that the past school year has been one of progress, and it is conceded that better work has been done by teachers than in previous years. The compulsory act, which went into effect January 1, 1895, has had the effect of bringing into the schools those who had heretofore failed to accept the offers of free education. Two hundred and fourteen children have been added to the school rolls in my district and the aggregate number of days' attendance has been increased several thousand. I think that the appointment of a town compulsory officer will still further increase attendance. During the year many needed improvements have been made, still there is a chance for more of this kind of work, as many of the schoolhouses in the country districts are in poor condition and need new furniture. But there are other things that can be done and should be done to improve the value of the common schools of the State, as we should have uniform text-books for at least the county, and supplied by each town. I think that it would be a good plan to have a law passed authorizing the board of supervisors to add to the taxes of each town a sum sufficient to purchase uniform text-books for the schools.

ERIE COUNTY — SECOND DISTRICT
JAMES F. RYTHER, School Commissioner

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendances during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1906
Aurora.....	12	23	25	985	122,634	\$51,595	\$2,057,475	\$3,089 88	\$8,593 33	26
East Hamburg	12	21	15	526	55,108	12,125	1,481,776	1,848 03	3,631 49	13
Eden.....	12	13	15	480	47,103	7,660	936,441	1,718 60	2,862 55	9
Elma.....	10	27	10	393	25,870	7,500	1,057,229	1,227 08	1,796 71	9
Evans.....	14	23	21	724	77,055	25,800	1,642,166	2,601 00	7,440 03	25
Hamburg.....	13	24	22	872	109,749	38,400	3,124,487	2,854 53	11,257 89	17
Marilla.....	9	18	10	316	30,505	6,510	663,335	1,176 35	2,050 82	10
Wales.....	9	18	10	270	27,110	4,345	547,360	1,045 52	1,804 17	10
West Seneca	8	16	12	593	64,691	12,000	1,957,310	1,518 17	4,941 21	8
Total.....	99	170	140	5,169	593,201	\$165,935	\$13,407,579	\$17,079 36	\$44,490 20	145

Comparison of this table with the similar one of last year shows an apparent decrease of about 39,000 days in the aggregate attendances during the school year, but this is accounted for in the loss of jurisdiction over two orphan schools, which reported last year about 44,000 days, thus leaving a net increase of 5,000 days' attendance.

Although accredited with 174 visits I have made 200 inspections in the different departments of the schools.

Five thousand dollars was voted for a new school building at Gardenville, which will be ready for occupation at the opening of the fall term.

Seven examinations for teachers' certificates were held, in which 262 different persons were examined, with a total of 451 candidates. Three passed for first grade, 39 for second grade, 31 for third grade, and 189 failed to obtain a certificate. Considering that 81 passed for third grade out of 153 different applicants during the previous year one may wonder if the third-grade teacher is passing away. Extending the duration of third-grade certificates from six months to one year has had the effect of making a changing of teachers less frequent, as is shown by the fact that during the year for which this report is rendered 160 different teachers taught in the 140 positions in this commissioner district, while during the year previous 173 teachers taught in the 137 positions in the same schools. If one year were made the minimum term of employment instead of 10 weeks it would do away with the bad practice of changing teachers twice in 32 weeks, as is the custom in many schools.

The generous treatment accorded to many teachers in the extension of their certificates to the end of the school year was highly appreciated. The law should make the required duration of school 180 days instead of 160, as at present. The shortness of the terms is a great hindrance to the success of school work in rural schools. It is also very desirable that there should be uniformity in the opening and closing of the schools. Many of the schools close before the June examination, and no record is left for the guidance of the next teacher.

The institute at Angola in October, with Prof. Charles A. Shaver as conductor, was remarkable for the large attendance and the unusual interest manifested by the teachers. The instruction given was of a practical nature and helpful to the teachers. A teachers' association has been maintained for some years, holding three meetings each year in this district, and it is proposed this year to make it a permanent organization.

Many trustees failed to give statistics for compulsory education in their reports, consequently my report is not strictly accurate in those columns.

ERIE COUNTY—THIRD DISTRICT

C. W. TICKNOR, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Boston ...	8	8	8	215	18,552	\$3,825	\$435,943	\$930 51	\$1,075 61	6
Brant ..	6	6	7	317	20,417	7,800	744,068	802 86	1,434 09	10
Coucord	15	18	20	953	110,418	26,950	1,858,235	3,567 03	7,198 44	11
Collins	10	12	13	497	64,110	10,275	1,099,117	1,540 83	2,733 26	15
Colden ..	10	10	11	315	32,462	5,970	508,841	1,294 70	1,859 09	9
North Collins.	11	11	14	400	40,565	7,700	1,015,536	1,672 33	2,877 49	17
Holland ..	11	11	13	405	41,652	9,025	774,471	1,752 87	2,090 88	8
Sardinia.	13	13	14	365	31,067	6,055	681,418	1,506 50	1,756 96	13
Total.	84	89	109	3,460	359,170	\$70,790	\$7,328,127	\$13,037 09	\$20,850 72	69

I can report no material changes in the condition of the schools in the third commissioner district of Erie county, during the past year. Several districts have made quite extensive improvements, and nearly all seem to take more than usual interest in the condition of grounds, etc.

The Compulsory Education Law has been of benefit to the schools of the district, quite a large number of children having attended school regularly this year, who formerly were not in the habit of

doing so. I believe that as soon as truant schools are established, within reasonable distance, and an example has been made of a few of the more troublesome truants, there will be no difficulty in enforcing the law to the letter.

During the past three years, this district has been singularly fortunate in the matter of teachers' institutes, all that have been held, having proved remarkably successful and of substantial benefit to the teachers.

I have not, this year, found as many teachers using the old "a, b, c" methods, as formerly. I believe, however, that some method should be devised by which the hiring of teachers can be taken out of the hands of trustees; and when that time comes, and teachers are paid salaries large enough to make teaching a life work, the common schools will occupy the position they should, among the educational institutions of the State.

ESSEX COUNTY — FIRST DISTRICT
FRANK B. WICKES, School Commissioner

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and other	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1886
Chesterfield.	12	11	1	433	46,812	\$6,520	\$444,360	\$1,269 07	\$1,114 04	24
Ellisabethtown.	8	14	12	307	34,686	8,600	370,437	1,306 77	2,454 64	15
Essex	10	13	12	338	34,097	6,255	670,282	1,379 21	2,436 02	11
Jay	10	18	15	500	47,153	6,313	334,305	2,084 61	3,109 94	16
Keene	8	12	10	294	24,847	3,070	283,777	1,159 70	1,442 13	9
Lewis	14	18	15	330	26,375	4,410	173,933	1,572 10	1,874 20	33
North Elba ..	5	6	8	425	47,567	10,235	328,256	1,139 05	3,942 06	16
St. Armand ..	4	5	5	156	14,748	3,395	155,556	784 28	1,686 52	28
Wilmington ..	7	14	7	205	17,570	1,695	55,220	826 09	811 11	21
Willaborough.	10	13	12	365	32,770	13,005	615,643	1,424 08	2,460 89	19
Total	88	122	108	3,353	325,643	\$64,686	\$3,423,769	\$12,954 90	\$21,331 56	186

The number of children attending the schools has been 74, or 2 per cent. less than it was last year, but the aggregate attendance is 4,367 days, or 11½ per cent. more than it was last year.

The average wages paid to teachers of all grades during the year has been \$6.50 per week. The average in districts employing only one teacher has been \$6.10. This is only five cents a week more than it was two years ago; so the rise of wages under the uniform examination system has practically ceased.

Out of 87 districts, only 42 have flags; and only 13 in all have availed themselves of the advantages of the law in regard to libraries.

The work of inspection and supervision of schools in this district is difficult. The district comprises nearly a thousand square miles of territory, including Whiteface and Marcy and the heart of the Adirondacks. But long distances, rough roads, and inclement weather are not the only obstacles. It is customary here to allow the commissioner for expenses, only the \$200 provided by the statute; and as it costs three or four dollars a day to travel with a horse and visit schools, the commissioner is obliged to limit the time that he spends in this kind of work.

The question is how to make the time that he can spend count to the best advantage. It is expected that the commissioner will visit every school twice a year. If he does this, he has to make, in many instances, a short and hurried call. I am inclined to the opinion that it would be a better practice to stay longer at a visit, even if the commissioner were able to reach each school only once in the year.

Our teachers are doing the best they can; but it seems to me that what is needed in the district schools is concentration of effort on a few essentials. The children don't learn to read; that is, they don't get so that they easily and fully take the sense of the printed page. They don't get so that they like to read. To teach them to read well is the first and the greatest work of the district school teacher.

ESSEX COUNTY — SECOND DISTRICT
CHARLES H. WILSON, School Commissioner

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Crown Point	19	11	22	1,209	58,558	\$14,450	\$742,147	\$2,583 73	\$3,760 66	37
Morish	13	7	34	1,304	157,216	26,800	3,081,555	4,281 31	12,439 24	25
Minerva	11	6	11	286	22,034	4,350	151,891	1,238 00	2,316 15	23
Newcomb	4	4	4	69	6,723	1,350	127,237	440 19	856 48	10
North Hudson	9	7	9	161	11,060	2,470	83,814	976 46	1,190 20	16
Schroon	11	13	14	344	35,348	6,250	251,075	1,504 67	2,771 74	9
Ticonderoga	9	5	22	1,075	127,737	13,300	1,327,812	2,752 19	9,852 76	12
Westport	11	6	15	526	52,436	11,350	788,874	1,695 89	4,927 98	21
Total	87	59	111	4,873	473,112	\$80,300	\$6,555,105	\$15,472 46	\$38,115 21	153

Owing to severe illness this last spring and winter, I have been unable to make as many visits to the schools under my supervision as heretofore. I have made, however, 73 official inspections, which were largely schools most likely to require a commissioner's

presence. I am pleased to report, and do so conscientiously, that the schools of this district are in a prosperous condition. During the year two new schoolhouses have been built—one in district No. 8, Minerva, and the other in district No. 6, Westport; and several have been extensively repaired. I wish to commend the recent amendments to the school law, especially the one allowing a commissioner to dissolve weak districts. In accordance with this provision, District No. 17, Crown Point, has been dissolved, and the territory annexed to the Union Free School District in said town. District No. 9, Ticonderoga, now includes the territory heretofore known as District No. 4.

The recent changes in the regulations governing uniform examinations are just what we wanted. I would suggest now that no more changes be made until it was absolutely necessary. The changes have been so frequent of late that it has been impossible to keep the teachers informed.

I earnestly hope for the passage of the township system bill the coming winter. As I am about to retire from the office of school commissioner, I desire to extend my sincere thanks to the teachers and trustees of my district for their hearty co-operation in my efforts to raise the standard of our schools.

FRANKLIN COUNTY—FIRST DISTRICT

M. E. McCLARY, School Commissioner

TOWNS IN DISTRICT	Districts with school house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Bellmont	12	12	13	461	30,678	\$5,685	\$225,940	\$1,434 96	\$1,414 25	16
Brighton	4	2	4	104	9,370	1,800	118,818	460 07	386 68	8
Burke	16	10	18	555	52,775	8,275	464,753	2,100 88	2,015 20	35
Chateaugay	16	17	22	742	68,511	16,305	632,765	3,100 68	4,603 18	35
Duane	4	5	6	96	8,409	1,305	103,438	649 54	1,073 55	5
Franklin	12	11	15	363	31,698	5,110	257,582	1,796 14	3,133 04	21
Harrietstown	2	5	16	621	67,584	17,516	523,340	1,380 96	8,592 85	7
Malone	25	22	56	2,705	287,784	88,030	2,931,536	8,245 05	19,810 67	30
Total	91	84	150	5,647	557,278	\$144,506	\$5,258,173	\$18,960 18	\$41,629 61	155

I beg to report as follows: There has been an improvement in the general qualifications of the teachers of our common schools during the past year and a slight advance in the wages paid. There should be a greater distinction made by our school authorities between the teacher with experience and the one without, and the wages paid in our graded schools should be graded to meet the worth of the

teachers and not made uniform simply to avoid jealousy. Until our boards of education will do this, the best results will not be obtained. I do not mean some schools in Lewis county but have Malone and Saranac Lake in mind. I am pleased with the result of the teachers' training class. It has always seemed to me to be one of the best ways to give to our schools better teachers at a moderate expense to both State and members of the class. The certificates issued are prizes to our teachers and our trustees should be on the lookout for them.

There has been more done in the line of repairs during the last year than I expected and much more than the trustees intended. I have tried to clean our yards as much as possible and with some manner of success.

I hope to see a revolution in this matter of school quotas. There must be a way found that will help to equalize the cost of education in the several towns. The town system would help in this direction.

The Compulsory School Law is very helpful in the union free schools and of little account outside. The new law as to town truant officer ought to bring about a better execution of the law.

If nothing had been done by the Department this year except to make July 31st, the date upon which all certificates would expire, this would be a red letter year. It was not simply a move, but a stride in the right direction. I have not found a teacher that objected to the extension principle.

FRANKLIN COUNTY—SECOND DISTRICT

WILLARD F. HYDE, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at attendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1906
Altamont	1	1	6	446	51,030	\$3,450	\$316,000	\$809 27	\$2,902 57	...
Bangor	13	13	16	567	58,693	10,790	604,026	1,929 50	3,273 05	18
Bombay	8	8	9	357	29,420	5,115	451,784	1,066 59	1,191 00	6
Brandon	7	7	8	267	21,644	3,020	150,192	823 68	860 28	18
Constable	7	7	9	331	29,497	4,425	197,855	1,122 97	1,464 20	25
Dickinson	12	12	14	510	44,050	5,942	306,603	1,604 27	2,062 44	28
Ft. Covington	11	12	16	635	62,002	11,920	506,587	1,939 74	3,400 28	27
Molra	11	12	14	537	54,554	8,215	571,838	1,680 46	2,540 41	16
Santa Clara	4	4	7	282	30,149	1,200	141,393	873 30	2,340 17	...
Waverly	5	9	12	513	46,953	8,425	247,849	1,573 72	3,253 60	8
Westville	9	12	8	380	27,244	3,770	195,690	1,060 42	1,048 07	10
Total	88	98	118	4,631	454,926	\$66,272	\$3,662,006	\$14,561 92	\$24,455 07	156

In looking over the school work that has been done in my commissioner district the past two years and nine months, I find that the act of mine that has been of the most value to the schools in my district was that of introducing the uniform course of study and the graded system. By its adoption teachers secure more regular attendance, more intelligent recitations, and pupils are alert and active in the pursuit of the studies in their respective grades. I am much pleased to learn that the Department is taking hold of this work, and I hope soon to see the day when the common school diploma will mean more to the pupil who secures one, than it now does.

Three new schoolhouses have been built within my district the past school year, and a two-story addition to the union free school building at St. Regis Falls. Two other new buildings are now in process of erection, and several have been repaired, repainted and seated with new patent desks.

The extension of the time for which second grade certificates are issued is, in my opinion, a move in the right direction.

The institute for the first and second school commissioner districts of this county was held at Malone, April 27th, to May 1st, inclusive. Prof. A. C. McLachlan, assisted by Miss Himes and Miss Eggleston, had charge. It was conceded by the teachers in attendance, to be one of the most instructive institutes they ever attended.

I think our Legislature should provide some way by which a trustee may get full pay for time actually spent in working for the district. Some spend several days looking for a teacher, and it is not always at the time of year when they can best afford to spend so much time. In my opinion the adoption of the "township system" would settle this question in a manner which would give more satisfaction than any other plan.

FULTON COUNTY

WILLIS E. LEEK, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- houses in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Bleecker	5	6	5	153	14 286	\$1,950	\$51 350	\$907 67	\$1,088 65	4
Broadalbin ..	12	18	13	433	46,042	8 350	454,469	1,584 35	3,188 78	23
Caroga	4	5	4	122	11,079	1,900	45,677	476 34	716 74	5
Ephratah	12	19	12	869	37,025	6,100	321,114	1,469 18	2,310 64	9
Johnstown	18	33	18	652	53,313	9,440	701,715	2,199 96	3,361 49	21
Mayfield	15	20	17	592	80,152	9,050	621,879	2,112 59	3,065 80	34
Northampton ..	11	17	14	525	53,323	9,725	365,978	1,796 68	2,810 71	8
Oppenheim	15	17	15	495	37,834	4,950	388,130	1,796 51	2,481 78	23
Perth	6	7	6	153	15,079	2 300	311,810	681 75	1,102 18	15
Stratford	8	9	9	217	18,361	3 300	112,000	1,043 51	1,641 12	11
Total	106	148	113	3,521	346,488	\$57,065	\$3,374,132	\$13,778 44	\$21,787 89	163

I find by a careful comparison of the valuation, distance to be traveled, and the condition of our school buildings at present, that the transportation of children to central schools would be very beneficial to the educational interests of the county. The reports of the trustees for the past school year show that we had 40 schools in session with an attendance of 20 or less children at each school. The total average attendance daily for the 40 schools was 360,415 or a uniform average of 9.01. With the central school system in vogue we would be able to form 10 or 14 schools and each school would be composed of from two to eight districts with a transportation distance not to exceed two and one-half miles in any case.

One of the greatest hindrances to our common school system, to which I would respectfully call the attention of the State Superintendent, is the mixture of text-books. As a remedy, I would suggest that the Legislature authorize the town board of the several towns of each commissioner district of the State, to appoint a man with a stated compensation to meet with the school commissioner of the district, the first Monday of July (said commissioner to be a member of the board) and select a uniform text-book for each study and grade used in the commissioner district. The action of the board should be complied with by each school district of the said commissioner district.

GENESEE COUNTY

HERBERT G. REED, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- houses in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Alabama.....	11	11	11	386	42,062	\$8,790	\$736,237	\$1,375 10	\$2,522 70	78
Alexander.....	9	10	11	361	72,387	10,180	1,065,125	1,235 09	1,798 13	78
Batavia.....	12	20	43	2,092	244,766	183,715	5,108,083	6,637 27	53,036 90	42
Bergen.....	8	12	13	491	59,537	14,100	1,145,412	1,608 94	4,484 71	13
Bethany.....	11	13	11	514	31,570	8,270	773,792	1,313 75	1,998 56	12
Byron.....	8	12	10	324	36,000	6,000	1,143,651	1,220 40	1,590 47	9
Darien.....	13	15	13	302	38,531	8,000	1,216,588	1,540 58	2,197 72	13
Elba.....	9	11	11	340	34,042	7,075	887,906	1,344 43	1,402 13	8
Le Roy.....	9	10	21	870	92,606	17,825	2,837,404	2,580 94	7,337 97	18
Oakfield.....	8	11	10	368	41,127	10,075	710,340	1,272 02	3,027 97	4
Pavilion.....	9	9	11	327	32,741	9,010	1,030,788	1,290 75	3,581 71	11
Pembroke.....	13	14	16	542	55,258	10,165	1,168,699	1,961 60	3,123 61	5
Stafford.....	8	11	10	328	37,222	4,930	1,319,357	1,240 00	2,539 00	12
Total.....	128	165	191	7,075	777,907	\$297,635	\$10,265,342	\$24,602 96	\$60,630 64	162

The commissioner in this district has held office only seven months, but, having visited every school in the county, with one exception, he feels that, to some extent, he is in a position to judge of the condition and needs of the schools of Genesee county.

The first few weeks generally decide what the remainder of the teacher's term of service will be like. Schools should be visited as early as possible in the year. If they begin right, they are likely to continue right. Unfortunately the larger number of schools change teachers every fall; many change at the beginning of every term, and frequent changes occur during the terms. The commissioner should be informed of these changes at once, as a new teacher labors under many disadvantages and should have counsel. When a school has reached a demoralized condition it should be restored to order at whatever cost. If repeated visitations do not put the teacher in a position to do good work then neither sympathy, political influence nor anything else should prevent the trustee and the commissioner from effecting the teacher's removal. In general, the inefficient teachers should be singled out and repeatedly visited and aided to do good work.

The schools of this county have been well graded, and the pupils have pride in their work, as is shown by their interest in the term examinations and by their eagerness to secure certificates and diplomas; but with the influx of new teachers constant vigilance is necessary to preserve the system, and many teachers

mark examination papers carelessly and promote pupils with little regard to merit. The commissioner can not find time to review more than the ninth grade papers. In some way uniformity should be secured in marking the others. The number of certificates and diplomas issued during the past school year was slightly in excess of the number for 1894-5.

At a trifling expense great improvement could be made in the appearance of school grounds and in both the exterior and interior of schoolhouses. In this matter there should be co-operation between teachers, trustees and pupils. There has been much progress in this regard, but there should be much more. There are many schools in Genesee county having an average attendance of less than a dozen pupils. These schools lack in interest and esprit du corps. What can be done for them?

Incompetent teachers are underbidding others and are lowering the standard of work and of wages. They ought to leave the profession.

GREENE COUNTY — FIRST DISTRICT

CHARLES E. THOMAS, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Athens.....	7	6	13	531	67,390	\$14,200	\$1,383 096	\$1,779 67	\$5,548 86	11
Catskill.....	17	23	36	1,451	184,635	70,165	4,249,617	5,419 49	15,010 77	20
Cairo.....	12	14	14	898	29,119	7,700	732,321	1,649 57	2,977 37	11
Halest.....	4	4	4	78	8,793	1 085	89 630	482 42	361 72	6
Hunter.....	9	12	12	548	54,762	28,430	767,700	1,684 65	24,171 78	28
Jewett.....	12	15	12	242	22,393	8,050	148,829	1,260 45	1,582 96	13
Livingston.....	12	12	12	278	23,967	4,763	267,700	1,890 63	1,967 52	13
Total.....	78	86	108	3,464	388,939	\$133,385	\$7,643 683	\$12,520 82	\$61,530 00	100

I am happy to report that the schools in this district have progressed well during the past year. There have been 195 more pupils in attendance than the year before, and the aggregate attendance exceeds that of 1894-5 by 22,889.

Since my last report Union Free School District No. 2, town of Hunter, has erected a beautiful frame school building, at a cost of \$19,700. Districts No. 7, of Athens, and No. 12, of Cairo, have each built a new schoolhouse. Union Free School District No. 1, of Catskill, has under construction a brick schoolhouse, in which will be maintained a branch school, that will cost \$20,000.

Many other school buildings have undergone extensive repairs, and I am proud to say that, with few exceptions, the schoolhouses in this district are in good condition.

District No. 2, of Catskill, has been annexed to District No. 1, of Catskill, and a teachers' training class has been established there. District No. 19, of Catskill, has been changed to No. 2, of Catskill, and District No. 8, of Athens, has been changed to District No. 12, of Cairo, as the new schoolhouse stands in the town of Cairo.

During the past year I have held six examinations; 128 candidates were examined; 2 passed for first-grade certificates, 27 for second grades, and 20 for third grades; 79 failed to pass for any grade.

I believe every change in the regulations governing examinations and the licensing of teachers has been a step in the right direction, especially dating all certificates August 1st and making the minimum age of a teacher 18 years.

I wish to mention again that there is urgent need of a uniformity of text-books.

GREENE COUNTY — SECOND DISTRICT

HIRAM BOGARDUS, *School Commissioner*

TOWNS IN DISTRICT	Districts with school houses in county	Number of children eligible by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of acres planted, 1896
Ashland	6	5	6	172	15 689	\$2 380	\$245 780	\$702 95	\$954 42	6
Coxsackie	10	24	20	860	95 056	28 710	2 101 275	2 652 86	8 856 02	11
Durham	14	15	14	288	28 642	5 950	674 053	1 608 12	2 322 51	25
Greenville	16	23	16	335	31 426	6 200	842 896	1 818 60	2 133 25	20
New Baltimore ..	14	21	16	492	51 561	18 830	1 076 703	1 976 78	4 369 77	15
Prattville	7	7	8	222	21 205	4 250	194 550	947 42	1 291 27	1
Windham	9	13	10	248	28 035	6 060	362 268	1 297 90	1 255 47	6
Total.....	76	108	90	2,597	271,614	\$72,420	\$5,530,335	\$11,004 72	\$21,203 61	84

In reviewing the educational work in this commissioner district for the past year, I find results that are highly satisfactory, and the progress over any preceding year plainly apparent in nearly every department of school work as well as school management.

Several measures, recently introduced, are worthy of notice, and, in my opinion, will have a tendency to remedy some of the evils heretofore existing. Among these I would especially refer

to the requirement made by the Superintendent of Public Instruction for frequent reports as to the condition of the schools and school property, which will furnish him with correct information as to their real condition and aid in intelligent legislation. One of these provisions, although in force only part of the year, has in some instances hastened much-needed repairs.

I would also highly commend the new regulations governing uniform examinations, especially in providing for the extension of certificates till the close of the school year, which will relieve the local authorities of much embarrassment and lessen the frequent change of teachers.

Since my last report I have consolidated Districts Nos. 2 and 8, town of Windham, and Nos. 1 and 6, town of Coxsackie, and several changes have been made in district boundaries for the benefit of weak districts.

HAMILTON COUNTY.

GEO. A. MCCOY, *School Commissioner*

TOWNS IN DISTRICT	Districts with school-houses in county	Number of official voters made by co-enfranchisement	Teachers employed for legal term	Whole number of children attending school	Aggregate days' attendance during school year	Value of school buildings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Arietta	3	5	4	67	4,931	\$1,270	\$361,876	\$455 58	\$1,353 00	7
Benson	3	6	3	81	6,184	1,200	66,020	349 28	499 12	8
Bona	4	10	4	155	14,074	1,410	53,348	487 86	642 62	5
Indian Lake . . .	7	13	9	254	27,541	6,765	279,047	1,000 94	3,791 70	12
Long Lake	5	10	6	122	11,803	7,665	256,288	683 92	4,577 96	4
Lake Pleasant . .	5	12	5	106	11,101	4,775	239,123	576 01	1,779 64	10
Morehouse	3	5	3	44	4,207	861	261,011	337 32	1,155 66	5
Wells	8	13	8	279	23,937	2,860	218,707	986 09	2,072 80	17
Total	38	74	42	1,006	103,834	\$20,806	\$1,625,490	\$4,877 00	\$15,763 68	68

Once more I have the pleasure of reporting that the schools of this county are steadily improving. This improvement is due to the increasing interest of the teachers and the people of the county in educational matters, and to the valuable work done by Dr. Sanford in his visits to the schools during the past two years. During the last term, in company with me, he visited every school in the county, except one, which was closed, and in almost every instance we found the teachers and the people of the district eagerly waiting for us. The teachers realized that they had, on the first visit from the professor, received valuable suggestions and advice as to the methods employed in doing their

work, and they appeared anxious to show that they had been governed by the same, and the professor was much pleased to find that they had adopted the methods advised, and that the work in the school room plainly showed the result, to be of the best. These visits of Dr. Sanford, during the past two years, have not only been of great benefit to the teachers and pupils, but it has awakened enthusiasm among the people. It has convinced them that the Superintendent of Public Instruction is as much interested in the people of the back woods of Hamilton county as he is of any other county of the State, and they appreciate this fact very much.

During the last visit the professor gave, in different parts of the county, six illustrated lectures and almost every person in the vicinity, old and young, was present, and all expressed themselves as very much pleased with the lecture.

The fact that a representative of the Department of Public Instruction was expected to visit the schools had a tendency to make the trustees place the out-buildings and every thing else on the school grounds in better shape than they would have done if they had not expected such visit, and on the whole I am certain that these visits have been of great benefit to the schools and also to the people of this county in general.

Two new school buildings are in course of erection and several buildings have been furnished with modern seats, globes, charts, etc., during the past year.

HERKIMER COUNTY — First District

O. S. WILLIAMS, *School Commissioner*

TOWNS IN DISTRICT	Districts with school house in county	Number of school visits made by com- missioner	Teachers employed for legislation	Whole number of children attending school	Aggregate days at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Fairfield.....	11	5	13	356	41,978	\$10,225	\$872,888	\$1,623 05	\$3,708 50	8
Herkimer.....	11	8	28	1,088	148,149	51,667	3,178,849	3,431 81	14,006 68	8
Little Falls...	7	3	7	126	12,957	3,407	231,684	794 25	1,452 80	14
Manheim.....	8	3	21	605	75,634	34,825	685,116	2,134 68	9,879 77	11
Newport.....	7	11	11	325	30,027	11,410	801,737	1,248 01	3,320 04	11
Norway.....	10	14	16	382	17,349	3,440	321,367	1,106 45	1,574 58	14
Ohio.....	7	9	7	101	9,124	1,235	966,485	774 84	822 83	12
Russels.....	14	21	15	405	89,422	5,305	581,715	1,793 10	2,785 47	32
Salisbury.....	12	10	12	372	34,575	3,890	338,579	1,512 45	2,006 06	11
Webb.....	8	2	1	11	1,689	3,900	400,000	125 53	1,800 00	2
Wilmar.....	6	4	5	63	7,237	1,655	275,890	637 49	1,877 78	2
Total.....	93	90	130	3,702	424,885	\$130,815	\$8,395,297	\$15,075 72	\$43,574 98	125

During the past year in this district improvements have been made along the various lines pertaining to the best interest of our schools. Quite a number of the school buildings have been repaired and re-seated with modern seats, notwithstanding the fact that money is scarce owing to the condition of the times.

One new building has been erected in District No. 9, Russia, and one is in process of erection in district No. 8, Salisbury.

During the past year I have held seven examinations and examined 198 candidates, of whom one passed for first grade certificate; 38 for second grade and 23 for third grade, and 136 failed; of those who failed 22 were persons who have held third grade and failed to obtain a second. Twelve have held second grade certificates and failed to obtain another.

I am still in favor, more strongly than ever, of the township system. I believe that to be the only means for the schools of the county to be able to receive as good instruction as do the pupils of our union and graded schools. I also believe it would be of less expense than the district system as now in vogue.

I have annulled three districts during the past year because I believed the benefits derived by keeping the schools in session were not in any due proportion adequate to the expense.

The teachers' institute held at Little Falls was, I believe, the best ever held in the district.

HERKIMER COUNTY—SECOND DISTRICT

PERRY A. WOOD, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- houses in county	Number of official votes made by con- sideration	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1886
Columbia.....	11	15	10	275	21,068	\$5,205	\$947,065	\$1,257 32	\$1,428 90	14
Danube.....	9	12	9	142	17,881	6,765	523,722	1,011 58	1,745 27	16
Frankfort.....	13	29	28	1,022	126,824	17,115	1,261,517	3,323 18	8,524 78	17
German Flatts.....	9	16	40	1,345	196,597	73,325	2,379,849	4,894 27	20,016 07	24
Lititzfield.....	9	9	9	209	19,614	3,000	368,185	1,037 51	1,501 76	13
Schenyer.....	12	13	12	219	24,164	4,950	721,077	1,366 04	2,160 84	14
Stark.....	11	14	11	197	18,002	3,495	563,922	1,233 48	1,749 52	18
Warren.....	10	5	10	242	21,130	7,420	429,959	1,356 14	2,192 12	14
Winfield.....	10	8	17	453	55,006	20,005	1,049,321	1,978 26	4,270 12	15
GR. Total.....	96	121	148	4,174	801,202	\$141,560	\$8,005,237	\$17,458 18	\$43,609 98	145

The schools of this district are in as prosperous a condition as could be expected under the present school system. In the eight

school districts employing more than one teacher, the average daily attendance was 27.6+ to each teacher, and in the remaining 88 districts the average daily attendance was 12.6+ to each teacher. I can not say that the eight schools referred to were the best schools in this commissioner district, for there are 10 schools in the latter list in which there was an average daily attendance exceeding 20. The 10 schools just referred to, together with eight schools employing more than one teacher, comprise the best schools in this commissioner district, with a possible exception or two, showing, so far as this district is concerned, that the number of children attending school has much to do with its progress. How to reduce the number of school districts, is the question. Recent legislation which empowers a district adjoining a union free school district to contract with said union free school district, will help reduce the number of schools. Had the word adjoining been left out, allowing trustees the power of contracting with any union free school, the law would have been more effective.

JEFFERSON COUNTY — FIRST DISTRICT

E. N. MCKINLEY, *School Commissioner*

TOWNS IN DISTRICT	Districts with school houses in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted 1895
Ada "	14	28	27	662	71,791	\$1,500	\$1,871 84	\$2,724 62	\$3,900 46	31
Elkhart "	18	36	34	799	88,725	12 00	1,172 77	1,977 36	5,367 76	59
Le Roy "	18	36	22	571	61,928	11 20	1,413 87	2,508 97	4,800 81	25
Lorraine "	11	22	14	11	1,675	0 00	1,186 00	1,083 61	2,008 52	4
Panama "	10	17	10	20	11,220	3 700	65 72	1,180 00	1,444 65	5
Redman "	11	22	14	20	1,000	0 00	8 14	1,080 00	1,514 02	14
Watertown "	12	24	13	31	16,125	900	1,000 00	1,000 00	1,491 36	13
Worth "	8	16	8	209	1,000	0 700	202 26	807 67	765 03	6
Total	116	219	138	3,367	147,688	\$74,620	\$8,009 82	\$1,005 86	\$20,541 61	156

Many needed improvements have been made during the year, including one new schoolhouse. New furniture has been placed in several schoolhouses and new apparatus added to several.

In the rural districts I still find need of more improvements in furniture, blackboard and apparatus, but many of these will be added during this vacation. I have written personal letters to

trustees where repairs were needed, stating the extent of repairs, and asking that action be taken at the annual school meeting. It has not been unfruitful and I am sure many schools will open this fall under very favorable circumstances.

That there is a decidedly growing professional spirit among the teachers is shown by the large number of candidates entering the examinations for first grade and State certificates. Our teachers' association for the county was held at Adams, October 11th and 12th, and was a decided success. Each session was marked by much enthusiasm and a large attendance.

The teachers' institute held at Adams, April 20--24, under the efficient charge of Dr. Henry R. Sanford was well attended and very instructive. The work presented was all of a practical nature. The work on drawing was presented by Miss Rice in her usual praiseworthy manner, while the work by Miss Eggleston captivated the institute. The work given by Professor Charles A. Shaver was especially worthy of commendation. The evening lectures were highly instructive and largely attended, and much interest was manifested during the week from outsiders.

The Flag Law, as a rule, has been received in a patriotic spirit, and every district under my supervision has complied with it.

The Compulsory Education Law has been generally enforced, while but two or three arrests have been made. With the appointment of the right man in each town I am sure it can be rigidly enforced.

It is with regret I note that this district will not have a teachers' training class this coming year. I am fully convinced of their value by the results I saw during my inspection of schools taught by members of former classes.

The law raising the minimum age of teachers to 18 years was a move in the right direction and the plan of extending and issuing certificates to cover full school years can not but be appreciated.

JEFFERSON COUNTY — SECOND DISTRICT

J. F. LA RUE, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Alexandria.....	23	28	23	1,058	111,505	\$20,010	\$1,307 361	\$3 719 63	\$6 845 95	28
Antwerp.....	22	23	27	741	64,782	14,510	1,487,697	3,023 47	8,835 56	24
Champion.....	16	19	19	488	48,085	10,035	1,102 223	2,180 63	2,686 34	14
Philadelphia.....	10	13	14	357	41,552	10,590	1,011,208	1,657 66	2,789 63	5
Rutland.....	11	15	12	272	24,700	7 415	767 474	1,373 48	1,716 54	7
Theresa.....	15	16	20	498	53,894	11,610	1,034,595	2,373 67	3,947 22	30
Wilna.....	18	23	30	1,018	102,740	41,451	1,330,938	3,653 68	7,340 72	49
Total.....	115	138	155	4,432	448,256	\$115,611	\$7,980,596	\$18,002 43	\$29,361 86	157

In submitting my last annual report I wish to express my appreciation of the courteous treatment received by me from the Department of Public Instruction.

I do not feel that it is necessary to make an exhaustive report. There has been no striking change in this commissioner district during the past year. I am positive, however, that the teaching force in this district, as elsewhere in the State, is increasing in efficiency and of continued improvement along this line, I have no doubt whatever.

JEFFERSON COUNTY — THIRD DISTRICT

R. S. CLARK, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Brownville.....	19	34	27	753	85 655	\$24 050	\$2,051,541	\$3,270 71	\$5,887 89	13
Cape Vincent.....	17	30	23	606	70 344	14,430	1 601 845	2,641 61	5 062 08	26
Clayton.....	24	41	34	1 030	115,046	34 805	1 542 775	4 095 61	5 012 17	53
Henderson.....	17	21	14	349	28 740	7 250	915 407	1 572 82	1 701 28	12
Honansfield.....	16	20	18	645	51,195	13,800	1 144 437	2,278 82	8,771 06	11
Lima.....	16	30	23	440	51 721	15,500	1 350,830	2 518 86	3,350 36	10
Orleans.....	18	24	20	647	51,610	13 100	1,252,175	2,214 73	3,536 21	7
Total.....	123	200	150	4,300	400,320	\$122,935	\$9,957,680	\$18,531 56	\$27,632 78	138

Union free schools have been established at Cape Vincent, Dexter and Sackett's Harbor. A new union school building is being erected at Dexter. We now have four union free school districts in this commissioner district. During the past year two school districts have been annulled and the territory of each annexed to adjoining districts.

School authorities and teachers have complied with the requirements of the new physiology law.

The Compulsory Education Law has not been thoroughly enforced. As a rule the Flag Law has been received and complied with in a patriotic spirit.

The graded institute held at Clayton, May 18-22, proved one of the best ever held in this commissioner district, and we are very grateful to the Department for the kindly consideration and effort put forth, resulting in so much of good to us as teachers.

LEWIS COUNTY—FIRST DISTRICT

CHARLES D. HILL, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Greig	8	16	8	285	23,459	\$3,625	\$85,150	\$907 84	\$941 74	16
Highmarket...	9	17	9	182	12,329	2,790	126,803	985 15	1,035 03	14
Lewis	9	17	10	278	24,121	3,540	115,716	1,191 49	1,486 04	23
Loriden	15	31	19	451	47,514	10,216	550,465	2,100 03	2,551 87	26
Lynndale	9	19	10	315	24,515	4,725	78,658	1,188 01	1,430 26	19
Martinsburg ..	22	43	23	385	35,352	7,005	741,399	2,537 83	2,442 37	33
Ossena	6	11	6	128	10,703	2,155	65,525	879 50	802 14	10
Turin	12	26	14	359	32,503	7,125	481,321	1,602 10	1,923 60	27
West Turin ..	10	21	14	409	40,592	7,675	507,503	1,601 90	2,102 00	17
Total	100	201	113	2,792	240,150	\$48,816	\$2,742,607	\$12,914 00	\$15,725 91	169

During the past year I have made 201 official visits, this is 11 short of what I made last year, but is accounted for by the great increase of clerical work required by the Department. I have found the schools, in general, improving, and the teachers anxious to do their best.

The new regulations, relating to licensing teachers are a great advance on the old, and I believe will result in much good to the public schools.

The Compulsory Education Law has helped the attendance somewhat, and it is likely that the change from the trustee to a town officer will make the system nearly perfect.

I believe that no marked advancement will be made in the rural schools until we have more and better supervision, uniform (free) text-books, a uniform course of study based on these text-books, and a better system for the employment and general regulation of the schools.

LEWIS COUNTY — SECOND DISTRICT

LEWIS A. TWINING, M. D., *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1894
Croghan...	21	21	21	779	80 015	\$9,786	\$354 154	\$2,809 86	\$1,871 04	46
Danmark....	12	17	16	506	48 772	10 160	986,023	1 895 37	2 424 11	12
Diana.....	14	19	17	457	57,278	6,138	311 151	2 081 26	2,749 72	37
Harriburgh	11	11	11	186	16 792	4,058	385 020	1 215 86	1,040 30	8
Lowville...	11	15	20	728	87 346	34 135	1 424,408	2,407 17	4 390 03	14
Montague...	10	11	10	191	17 868	2 023	108 294	1 113 10	1,064 64	17
New Bremen	14	16	16	523	41 914	8 625	260 680	1,039 38	1,658 81	46
Pluckney...	12	12	17	236	20 191	1 970	214 748	1 377 76	1,735 12	6
Watson.....	10	12	10	301	19,953	2,865	103 007	1 147 90	954 62	23
Total . . .	114	134	134	3 007	760,749	\$20,966	\$4,152 687	\$15 796 87	\$17 890 50	212

The two great educational reforms most needed in our public schools are the township system and educational requirements for the office of school commissioner.

Excellent work was done at the teachers' institute held November 18th to 22d, 1895, at Lowville. It was conducted by Prof. A. C. McLachlan, assisted by Prof. A. S. Downing, Prof. A. M. Wright, Miss Gratia L. Rice and Miss Anna K. Eggleston.

The Lewis County Teachers' Association met at Lowville in January, and at Constableville in May. The associations were well attended and were very helpful to the teachers.

I wish to express my sincere thanks to the State Superintendent and his efficient assistants for the courtesy and kindness extended to me during my term of office. To the teachers I also wish to acknowledge my appreciation of their loyal support and hearty co-operation in all matters pertaining to the schools.

LIVINGSTON COUNTY — FIRST DISTRICT

JAMES D. SULLIVAN, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- houses in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Avon	12	24	17	579	78 714	\$12,300	\$2 577 387	\$2 291 00	\$4 823 18	0
Caledonia ..	7	15	11	307	51 203	11 480	2 064 228	1 459 57	3 280 80	0
Conema ..	9	18	10	288	28 606	4 000	687 281	1 181 51	1 601 48	0
Genesee ..	10	22	12	321	31 220	7 880	3 314 510	1 514 71	2 740 63	16
Groveland ..	8	16	8	227	21 220	4 100	1 395 505	1 004 22	1 490 48	18
Lima	9	18	13	307	42 848	6 170	1 424 017	1 674 05	2 067 48	16
Livonia ..	12	28	18	817	73 117	20,800	1,093,350	2,455 05	5,571 40	19
Leicester ..	10	20	12	303	57 002	8 450	1 347 200	1 588 72	3 284 11	23
York	13	24	17	570	63 395	18,650	2,568,834	2,196 18	4,181 47	8
Total	90	183	119	3,617	427,382	\$97,600	\$17,072,432	\$15,368 00	\$30,050 01	113

As far as possible we have planned and labored for the educational and social advancement of more than 7,000 children who have fallen within the lines of our influence during the past six years, and the results are proof that we have not labored in vain.

Our work has brought us into close relations and sympathy with more than 500 teachers, whose good will and co-operation we have constantly had. And the fact that we have been of some help and encouragement to many of these faithful ones, often discouraged and cast down under their burdens, will always be a delightful experience for us to remember.

Our annual institute was held in Avon, from January 6 to 10, 1896, with Conductor McLachlan in charge, and by the teachers in attendance, it was pronounced to be the best they had ever attended. For quite a measure of the success of that institute we wish to acknowledge our indebtedness to Principal Wallace, his assistant teachers and the citizens of Avon who were constant in their efforts to assist us.

LIVINGSTON COUNTY—SECOND DISTRICT

S. L. WHITLOCK, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Mount Morris ..	12	32	24	742	97,438	\$16,490	\$1,853,893	\$2,991 71	\$6,720 21	26
N. Danaville ..	5	17	20	555	76,754	9,525	1,674,685	2,412 97	9,581 88	14
Nunda ..	12	30	13	245	69,079	14,050	1,181,487	2,397 87	4,993 79	81
Oran ..	10	22	10	211	15,823	4,865	497,967	1,121 76	1,047 25	14
Portage ..	11	28	11	213	18,521	5,705	751,401	1,237 41	1,474 51	20
Sparta ..	9	24	13	294	28,969	6,901	819,795	1,211 06	1,630 53	28
Springwater ..	18	46	13	493	42,876	11,420	1,076,767	2,263 70	2,032 45	31
West Sparta ..	3	24	13	212	19,146	3,540	608,202	1,247 69	1,257 82	22
Total	89	242	120	1,226	364,612	\$56,390	\$8,511,247	\$14,582 23	\$29,638 42	186

The work of the schools in this district during the past year has been generally satisfactory. The supply of teachers has been larger, and trustees have been able to exercise some degree of choice in selecting those to whom the educational work of their districts was to be consigned, a decided improvement upon the condition of things in some portions of the district in the previous year. Teachers are making more thorough preparation for their work, and are beginning to regard the school-room as the scene of their life work rather than as a place of last resort when other avenues of employment are closed. Those who teach from necessity rather than choice, may do good work, but it is evident that in such cases, the limits of possibility so far as teaching is concerned, can never be attained.

Teaching is a profession requiring special natural adaptation and preparatory training. The "born teacher" may accomplish much in virtue of his natural endowments, but he can never reach the full measure of professional excellence unless his inherent ability is supplemented by the lessons drawn only from the knowledge and experience of those whose lives have been devoted to the study of the "how" and "why" of intellectual development. Zeal, energy, and tact may, to some extent compensate for the lack of experience, but the best results are obtained by those only whose educational work has passed the experimental stage.

In this connection, the influence of professional training schools can scarcely be over-estimated. Teachers are keenly alive to this fact, and are eagerly availing themselves of all possible opportunities of attending them.

Our annual institute, held at Nunda, was attended by the teaching force of the district and also by many others interested in educa-

tional work from other districts. Conductor Stout and his assistants from the institute corps, and from the faculty of the Geneseo Normal School fairly eclipsed all their previous efforts, and won golden opinions from all those who attended the exercises. The faculty of the Nunda Union School, the board of education, the local press and the community generally, all joined in welcoming the institute. A reception was given by the citizens to the instructors and visiting teachers, and nothing was left undone to render the occasion pleasant and profitable. Prof. Downing, of the State Department, Supervisor of Institutes, made us a brief visit, as bearer of the fraternal greetings of Superintendent Skinner. It is scarcely necessary to state that his characteristic remarks were enthusiastically received.

The union schools of the district show a decided advance in various lines of school work, indicative of thorough scholarship and efficient instruction. They are generally doing good work, and are receiving the cordial support of the communities in which they are located.

The work of the training class at the Dansville Union School has exceeded our most sanguine expectations. Every member of the class entitled to examination under the time limit of the new rules of training class organization, successfully passed the ordeal, and received the certificate of graduation. The members of the class and their instructors are entitled to great credit for the eminently successful manner in which they performed the work of the year. The recent reorganization of the training class course, introducing new studies, and materially changing the character of the certificates given to its graduates, have greatly enhanced its usefulness; combining as it does many valuable features of both union and normal school courses, it is peculiarly well adapted to the wants of many who wish to avail themselves of the benefits of professional training.

The condition of our district schools has not materially changed from that given in the report of last year. Terms of individual service have been longer, and there have been less frequent changes of teachers. Many of the older teachers have returned from attendance at professional schools, to their accustomed fields of labor, and in consequence, the character and general efficiency of instruction have been materially improved. The patrons generally, are manifesting a greater degree of interest in school matters. Several school buildings have been extensively repaired, reseated, and furnished with necessary equipments. The graded course of study has simplified the work of teachers, stimulated better attendance, and in various ways, has been productive of beneficial results.

The recent change in the "Compulsory Attendance Law," is a step in the right direction. The appointment of attendance officers for rural districts, will, undoubtedly, result in securing better at-

tendance in such schools, if the authority of such officers is discreetly exercised. The observance of law depends largely upon the sustaining force of public opinion. The average American citizen is disposed to be law abiding, but the great diversity of social and physical conditions existing in cities and rural districts, render it questionable whether the strict letter of the law can everywhere be enforced. In view of such diversity anything more than a general observance of the spirit of the law, can scarcely be expected without additional modifying legislation.

MADISON COUNTY — FIRST DISTRICT

ROLLIN C. FRANCIS, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Broad Id	26	1	33	714	74,094	\$17,870	\$1,491,604	\$3,998 45	\$3,404 68	44
De Royter	10	2	15	361	37,533	9,810	561,725	1,074 66	2,186 70	11
Eaton	18	8	25	391	86,007	16,640	1,314,406	2,849 32	5,758 34	20
Georgetown	11	3	12	281	32,860	4,085	353,271	1,346 52	1,792 84	11
Hamilton	15	5	26	900	137,758	24,185	1,783,209	3,217 02	8,890 03	13
Lebanon	12		12	250	20,127	5,550	614,445	1,341 85	1,651 85	12
Madison	13	5	15	408	40,668	9,967	1,222,991	1,922 80	3,146 88	16
Nelson	14	2	15	253	23,673	6,783	602,625	1,648 85	1,867 37	15
Total	119	28	153	3,756	387,422	\$93,402	\$7,987,279	\$18,059 57	\$30,728 69	136

MADISON COUNTY — SECOND DISTRICT

L. A. PARKHURST, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Cazenovia	10	17	24	738	90,554	\$17,700	\$2,084,078	\$2,955 05	\$6,979 33	17
Fenner	12	18	12	208	17,809	4,835	492,541	1,138 43	1,168 75	15
Lenox	10	16	24	916	98,085	31,895	1,675,261	3,041 23	9,496 47	22
Locust	7	12	8	214	18,410	4,700	414,381	911 65	1,108 77	8
Oneida	7	7	32	1,624	200,202	39,714	2,344,671	5,217 79	12,070 77	28
Stockbridge	15	20	18	446	43,552	12,605	891,802	2,102 13	3,715 99	24
Southfield	7	12	7	172	16,474	2,475	518,150	805 25	667 24	6
Sullivan	20	30	29	894	91,313	25,340	2,889,640	3,524 08	5,568 10	52
Total	94	134	154	5,214	583,498	\$140,215	\$10,152,836	\$19,910 93	\$30,929 03	152

No great change has taken place in this commissioner district since my report of last year, however, a few changes have been made which I believe are for the best interests of the schools in this district, notable among which is the change from a common school in district No. 1, the town of Smithfield, to a union free school; the consolidation of districts Nos. 1 and 13 of Fenner, No. 12 of Sullivan and No. 4 of Lincoln into one common school district; and it is earnestly hoped, providing the order of consolidation is upheld by the Department, which said order was duly appealed from and is now pending before the Superintendent, that a union free school district will be formed of such consolidated district. These are the two instances mentioned in my report of 1894 to the effect that public sentiment was crystalizing toward forming union free schools in those sections.

The number of teachers have been increased one during the past year, but the number of pupils who attended school were only 5,214 as compared with 5,252 the year before; but with this decrease in the number of children attending school the total attendance has been increased about 3,000, which I believe is largely due to the effect of the Compulsory Education Law; and, furthermore, I am convinced that under the amendment as passed by our last Legislature authorizing town boards to appoint a town attendance officer for each town, the average daily attendance will be greater for the present than for the past school year.

I think I can safely say that the work done in this commissioner district during the past school year, taken as a whole, will compare favorably with the work of any previous year.

I am pleased to note among the teachers of this district a spirit of progression, an earnest effort to keep abreast of the times, and the desire to use only the most approved methods of instruction.

A training class was instructed the past year in the Oneida High School by Miss Jennie Housley, and the results of the year's work was so satisfactory that I can not refrain from mentioning the same. Out of a total of 18 members for the year, 12 obtained professional certificates, and one conditioned on passing grammar in a first-grade examination held August 13th and 14th.

An institute was held in this commissioner district, December 9th to 13th inclusive, by Prof. A. C. McLachlan, which was larger and better attended, and gave as good results as the one held in 1894 at Oneida.

Each school in this commissioner district owns a flag and staff, and has displayed the flag during the past year, as the law directs.

I am satisfied that the law with reference to teaching physiology and hygiene in the common schools has been substantially and fully complied with, and am pleased to say, cheerfully so in nearly every instance.

No new buildings have been erected in this commissioner district during the past year, but the repairs, and changes of school furniture have gone on as necessity required regardless of the general depression in business.

MONROE COUNTY — FIRST DISTRICT

A. WORTH PALMER, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- houses in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from state	Amount of money raised by local tax	Number of trees planted, 1893
Brighton	9	17	13	605	62,744	\$18,525	\$2,044,470	\$1,786 78	\$4,496 44	23
Hemlock	11	16	13	456	46,615	14,700	1,525,275	1,728 36	3,184 11	21
Irondequoit	6	13	10	492	49,870	15,300	1,619,506	1,245 41	4,004 24	8
Mendon	10	25	23	703	87,914	25,300	2,349,520	2,847 27	7,129 37	18
Pondicherry	13	16	13	542	58,580	12,025	1,242,000	1,927 54	3,305 65	5
Perinton	11	34	25	966	122,522	48,905	2,454,292	3,267 93	7,780 05	15
Pittsford	10	16	16	565	60,105	24,450	1,706,130	1,877 81	4,381 00	10
Rush	9	10	10	231	34,003	6,735	1,435,786	1,228 86	2,062 05	15
Webster	13	19	10	723	78,835	20,040	1,400,071	2,450 50	4,307 18	27
Total.....	97	166	144	5,365	602,228	\$166,960	\$15,824,600	\$16,358 29	\$46,703 82	142

In submitting my third annual report, I regret that I can not consistently claim such marked improvements as I find reported from some districts. But while the schools have not made marvelous advances, I am certain that there has been a steady improvement.

The course of study is being followed more closely by progressive teachers in the common district schools, and the results compare favorably with those in larger schools. The poor results and adverse criticisms come almost entirely from those schools in which the teacher while nominally following the course, gives it no careful study or systematic application. I find that the examinations can not be generally used to the best advantage on account of the difference in the time of opening the schools and the varying length of the terms. A uniform date for the commencement of schools would do much to remedy this.

The improvement in the schools can be best shown by a comparison of the grades of certificates held by teachers in 1893-4, and in 1895-6. I found on taking my office that a number of teachers holding normal diplomas, first and second-grade certificates were

without schools for the reason that teachers holding third-grade certificates won under the low standard required by the Department at that time, had secured the schools at wages less than an experienced teacher, specially fitted for the work, could afford to accept. One of my first official acts was to raise the standard of requirements for third-grade certificates with the following results: In 1893-4 there were 38 normal diplomas, 52 second-grade and 52 third-grade. In 1895-6 there were 50 normal diplomas, 10 training class and 63 second-grade and 16 third-grade. Thirteen of the 16 third-grade teachers won their second as soon as eligible. There has been no lack of competent teachers in this commissioner district, and at this date a surplus, with but four third-grade certificates in force.

I am pleased to report 19 training class graduates, out of 21 registered in the classes, nearly all of whom have secured schools. I believe the training classes as now conducted will be of great benefit to our schools, and make it possible to ultimately do away with third-grade certificates.

MONROE COUNTY — SECOND DISTRICT

CHAUNCEY BRAINARD, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1898
Chitt	11	16	12	428	42,872	\$11,975	\$2,006,906	1,514 04	\$2,638 58	25
Clarkson	9	12	10	342	32,242	8,700	1,151,120	1,223 58	1,713 30	8
Gates	7	10	10	478	54,366	9,675	2,494,071	1,446 25	5,142 44	11
Groves	18	21	23	1,053	117,893	28,405	8,037,717	2,734 62	11,047 55	17
Hamlin	14	14	14	507	45,243	9,985	1,452,488	1,731 17	2,712 37	22
Oeden	14	24	18	570	61,483	17,740	2,102,187	2,285 57	4,605 90	12
Parma	15	20	18	750	77,142	16,975	1,968,508	2,348 10	5,632 85	44
Riga	9	13	12	375	41,338	16,640	1,940,283	1,519 49	5,734 80	12
Sweden	13	13	15	478	47,730	17,240	2,748,287	1,874 02	3,511 80	26
Wheatland	9	14	15	535	71,240	23,415	1,781,071	1,904 47	4,712 09	7
Total	117	156	148	5,510	593,569	\$160,750	\$20,250,592	\$18,634 33	\$44,991 67	194

This, to me, has been the most satisfactory year since I have been commissioner. The new school building at Churchville has been completed and the grounds graded. It is a credit to the board of education, the builder, and the school system of the State. The privilege of having Deputy State Superintendent Ainsworth deliver the dedicatory address was highly appreciated by the resi-

dents of the district. The school at Lincoln Park is growing rapidly and an addition to the schoolhouse is being made. Scottsville and Hilton have established union schools.

The number of children of school age in the district is 6,377; the number attending school, 5,516. If I had a report of the children attending the primary, intermediate and academic departments of the Brockport Normal School, the showing would be still better. The aggregate attendance is, 595,559. The number registered is 113 more than a year ago, but only 29 more than six years ago. The aggregate attendance is, 29,803 more than last year, and 73,867 more than six years ago; an increase in attendance in six years, of 14 per cent. but no increase in registration.

Something has been done toward enforcing the Compulsory Education Law, and with attendance officers in each town, I believe we shall make a still better record next year.

The time for taking the school census should be changed from the last week in June to the last week in September.

MONTGOMERY COUNTY

J. H. WEINMANN, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1886
Amsterdam	11	5	15	646	71,833	\$13,140	\$1,794,827	\$2,003 32	\$6,050 52	8
Canajoharie	14	15	24	834	95,804	41,700	2,210,843	3,04 15	11,622 87	18
Charleston	10	3	10	205	15,832	5,650	565,452	1,103 63	1,748 43	7
Florida	12	6	13	402	40,798	10,260	1,141,753	1,625 32	4,066 75	26
Glen	0	8	13	542	63,560	21,705	1,613,564	1,672 35	4,806 08	9
Minden	17	10	24	874	100,513	32,400	2,067,090	3,44 84	9,503 02	47
Mohawk	10	12	15	567	60,950	22,025	2,620,990	1,977 73	6,135 33	5
Palatine	11	10	25	565	59,805	22,500	2,679,047	1,901 29	6,235 40	24
Root	14	8	14	389	30,935	0,215	1,180,815	1,622 14	2,960 54	9
St. Johnsville	4	5	11	610	68,216	4,525	1,281,555	1,383 31	4,445 65	4
Total	112	82	158	5,611	633,134	\$105,010	\$17,003,756	\$19,794 31	\$57,368 28	167

In presenting my sixth and last annual report, I want to first call attention to some apparent educational improvements in our county:

First. Nearly all of our school sites have been decorated with trees, flower beds, flagstaffs and flags. Our school buildings are generally in good repair, and most of them are supplied with an efficient system of heating and ventilation.

Second. Our teachers now are all educationally qualified for the positions they fill. This is largely due, of course, to the State's uniform system of teachers' examinations. But it is also due to the care with which those examinations have been conducted, and the evident growth of the sense of honor among our teachers—to which I want to bear testimony. During the past three years I have required third-grade candidates to take a professional examination upon Page's Theory and Practice of Teaching, and the regulations governing uniform examinations.

Third. Our teachers are doing more definite teaching, as the examinations of their pupils plainly show. These fruitful results are doubtless partly due to the better education of our teachers. But I think it is largely due to the stimulus of the Regents' examination and the use of the State common school course of study. Quite a large number of our rural schools regularly send their advanced pupils to neighboring Regents' examinations; and most of our teachers in both common and union schools are guided in the sub-academic work by the State standard as laid down in our common school course of study.

Our Compulsory Education Law should be so amended as to compel attendance from the time the school opens in the several districts until its close, instead of from October 1st to June 1st. The exemption of September and June leads many children not to attend at all, or to not attend regularly during those months, simply because they "don't have to"—to the evident injury of both pupils and schools.

Town attendance officers should be fully instructed by the Department as to their duties, and they should be advised as to the best method of performing those duties. Such authoritative instruction and advice would tend to make the law more popular, and would assist the town boards in selecting suitable officers and paying them equitably for their services.

The township system of school organization should be substituted for the district system, in order to secure more intelligent local management, more equitable taxation and more efficient supervision.

School commissioner districts should be limited to 50 school districts, and each commissioner should be provided with a competent clerk. Otherwise, fairly efficient supervision of rural school work by commissioners is impossible.

Candidates for the office of school commissioner should be required to possess an officially certified educational qualification at least equal to that of persons holding first-grade teachers' certificates.

NIAGARA COUNTY — FIRST DISTRICT

ARCH C. SCOBY, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Cambria.....	12	....	12	379	33,036	\$2,600	\$1,316 880	\$1 458 01	\$1 784 41	9
Lockport.....	17	....	17	835	80,551	11,500	1,833,108	2,136 91	3,218 32	32
Jenison.....	8	....	8	340	29,129	8,450	638,086	1,023 82	1,568 06	10
Royden.....	24	....	29	1,015	108,097	25,635	2,225,965	3,514 35	7,248 47	46
Wheatfield.....	8	....	46	2,022	248,160	110,000	5,276,789	6,741 52	39,780 91	14
Total.....	69	....	112	4,351	479,874	\$164,365	\$11,690 837	\$14,874 14	\$43,574 77	101

In submitting my sixth and last report to the Department, I want to thank you for the many courtesies that I have received from you. Several districts are getting ready to build new houses. Gasport has voted to put up a new school building. The change in the regulations extending the certificates and having them expire at the end of the school year, meets our approval.

Our institute at Middleport did all of our teachers a great deal of good. The drawing class under the supervision of Miss Rice was one of the best meetings we have had in this county in the year. About 60 of the teachers took advantage of the drawing and we could see the effects in the examination.

NIAGARA COUNTY — SECOND DISTRICT

ROBERT G. WOODS, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Hartland.....	17	23	17	573	55,696	\$12 150	\$1 270 184	\$2 092 37	\$2,812 64	25
Leviaton.....	19	24	16	685	67,048	12 200	1 754 797	2 029 68	3 822 08	18
Newfane.....	18	35	20	727	69,733	12 250	1 338 670	2 158 86	3 121 15	19
Niagara.....	5	9	6	332	18,707	6 600	978 678	715 84	1,517 70	10
Porter.....	11	19	14	504	53,475	13 350	1 080 275	1 771 46	4 568 88	18
Swansea.....	13	28	11	423	42,523	9 300	1 080 809	1 923 40	3,641 67	11
Wilson.....	14	26	22	784	79,544	17 150	1 311,336	2 730 89	4,743 20	67
Total.....	90	172	110	3,688	380,430	\$63,100	\$8,733,007	\$13,747 26	\$24,270 42	161

I am unable to report any special advancement along the line of educational work, but feel justified in saying that a majority of the schools are in a prosperous condition.

The graded course of study has been in operation in this district during the past six years and has some firm adherents among the teachers and patrons of the schools.

During the past year school district No. 8, town of Newfane, has erected a new schoolhouse which, although not expensive, is a credit to the district. District No. 6, town of Porter, should have a new building and, as both the candidates for the office, now held by me, reside in that district (Ransomville), a new building will undoubtedly be erected in the near future.

A comparison of this report with the one of the previous year shows a decrease of 62 in the number of children attending school and a decrease of 4,205 days aggregate attendance. The average attendance this year, however, is a little higher, being 99.4 days for each pupil registered as against 98.9 last year.

Our institute was held at Niagara Falls, September 16-20, Conductor Hendrick having charge, and being assisted by Miss Eggleston, Dr. Cassety, Professor Bishop and Miss Manson of Buffalo. Professor Dana of Fredonia, Commissioner Brainard of Monroe county, Superintendent N. L. Benham, Principal Lovell, W. J. Downey, Miss Johnson and others of Niagara Falls. It was a graded institute and proved reasonably satisfactory to the teachers and commissioners. Supervisor Downing was present during a portion of the session and gave the teachers some excellent advice, which will bear fruit in the future.

The teachers of this county keep up their interest in the Niagara County Teachers' Association, which meets three times yearly. This organization has been in existence over 50 years and bids fair to continue at least long enough to make a century run.

ONEIDA COUNTY — FIRST DISTRICT

CORA A. DAVIS, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Deerfield	10	19	10	270	26,324	\$5,525	\$642,753	\$1,200.72	\$2,053.46	20
Floyd	9	21	9	227	15,241	3,335	410,821	916.34	1,110.94	14
Marey	11	26	12	354	29,566	6,345	723,669	1,708.46	1,747.57	15
New Hartford ..	13	39	23	1,100	92,749	21,815	1,918,774	2,785.54	6,366.84	9
Whitestown ..	12	30	25	1,313	137,824	30,625	2,704,059	3,234.81	10,084.86	17
Total ..	55	141	78	3,266	307,704	\$76,641	\$6,400,076	\$9,540.87	\$21,361.16	75

The year '95-'96 has been a prosperous one for our schools. The teaching force has been increased from 75 to 78 teachers, 15 of whom are normal graduates and 11 holders of first grade certificates. We are pleased to report that no applications for temporary licenses have been made during the past year.

The teachers' institute for this district was held at Whitesboro, April 6-10. Henry R. Sanford, Ph. D., was conductor and he was ably assisted by Dr. Milne of Geneseo Normal, Dr. Jones of the Plattsburgh Normal, Mrs. Eastman of Cortland Normal and Miss Rice, instructor of drawing. A lecture by Hon. Charles E. Fitch on Abraham Lincoln stirred the teachers with patriotic admiration.

During the past three years we have been pleased to note the steady progress made along educational lines. In 1893 the number of children attending school in this district was 2,609, with an aggregate attendance of 266,345 days. In 1896 the registration was 3,266, with an attendance of 307,704 days. To the compulsory law is largely due the increase. We are glad that the enforcement of this important measure is to be placed in different hands. It was impossible for the trustees to submit satisfactory reports as called for in their annual reports to school commissioners. The valuation of school buildings and sites has advanced \$13,145 during the past three years, while that of taxable property has depreciated \$358,607. Many of our school districts expected a larger appropriation on account of increased school attendance. Seventy-five teachers were employed in 1893, to whom was paid \$21,521.95, or an average salary of \$286.95. In 1896, to the 78 teachers employed, \$23,413.47 was paid, or an average salary of \$300.18.

ONEIDA COUNTY — SECOND DISTRICT

F. P. PEIRCE, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Angus	11	12	15	460	50,971	\$5,550	\$325,119	\$1,870 16	\$3,178 09	16
Bridgewater ..	8	12	11	211	20,950	5,355	572 71	1,257 50	1,724 16	20
Kirkland	15	20	20	938	91,058	46,150	2,147,890	3,328 37	10,150 42	24
Marshall	10	8	12	257	28,980	6,685	656,612	1,377 58	1,824 01	14
Paris	13	14	20	570	55,975	13,875	1,146 236	2,207 80	4,096 30	10
Saugusfield ..	12	15	24	713	92,434	34,765	1,400 345	2,930 68	5,761 41	18
Vermont	16	8	20	576	61,214	11,815	1,221 489	2,586 62	4,809 02	23
Westmoreland	17	15	18	514	60,209	10,350	1,080 231	2,015 19	3,195 06	19
Total	96	99	146	4,245	464,769	\$143,575	\$9,039,234	\$17,602 68	\$34,787 67	149

That the schools of this district, taken as a whole, are in good condition, is a fair statement to make. Some have greatly improved; others have deteriorated. It is impossible to maintain an even standard when the selection of teachers is left entirely to men who prefer, as a rule, cheap rather than good service, or to those who can not discern teachers from laborers.

A cause of great annoyance to all school officers has been the imposition practiced by unlicensed teachers. The class of persons who fail to procure licenses to teach is large; its members frequently represent themselves to be fully qualified according to law, and as having secured a contract to teach, open their schools, conceal or misrepresent the fact and continue to teach as long as possible. A proper and efficient remedy for the abuse would be to bar such persons from competing in examinations.

Physiology has been taught, according to the provisions of the statute, in all schools. To say that its effect is either good or bad would presume a too intimate acquaintance with each individual. There are, however, startling and widely-known examples of bad results from the present method of teaching the subject.

The Compulsory Education Law, in its enforcement and effect, is a failure. Its provisions have no terrors for those who do not care if their children are not in school. Almost every district has violators of the law, and often the one who heeds its provisions least is a school officer. Two arrests of parents have been made. In each case no school officer would lay the information which would lead to an arrest. Both offenders were brought before me, as a justice of the peace, no other magistrate being found who

was willing to risk the almost certain suit for civil damages. So long as there is no officer to act as a prosecuting attorney there will be few prosecutions. No one cares to hire a lawyer to look after the interests of the people when it is in a matter of prosecuting a neighbor.

ONEIDA COUNTY — THIRD DISTRICT

S. L. HARDING, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county			Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1886
	Number of official visits made by com- missioner	Teachers employed for legal term	Number of school- houses							
Camden	14	21	23	881	88,431	\$18,430	\$251,092	\$2,940 20	\$1,100 40	18
Finrence	14	24	14	329	27,390	4,923	203,817	1,804 01	1,372 06	14
Rome	18	27	14	388	34,205	9,055	1,743,238	2,645 81	2,508 50	12
Verona	25	38	30	1,015	97,086	80,141	1,774,372	3,542 74	9,652 46	100
Vernon	19	23	20	456	41,700	10,164	421,297	2,200 91	2,307 13	15
Total	90	143	105	2,969	288,722	\$72,711	\$5,103,772	\$12,652 80	\$10,900 55	155

Three years ago it seemed to be the idea of many teachers that they were entitled to a certificate whether they passed the required examinations or not; that the regulations made at Albany were a mere matter of form and nothing to be respected. This idea is not prevalent now, and I am not annoyed nearly as much by requests for special favors. During the past year I have examined 261 candidates, and issued 5 first, 35 second and 27 third-grade certificates. I feel that on the whole I now have a very competent corps of teachers.

We have a flag in every district, and the physiology and compulsory laws have been pretty thoroughly observed.

I should be pleased to see more interest manifested in the libraries, and have tried to arouse an interest, but so far the results have not been very gratifying.

District No. 7, in the town of Rome, has been dissolved and the territory added to districts 13, 14 and 16.

One new building is being built and several have been extensively repaired and reseated.

ONEIDA COUNTY — FOURTH DISTRICT

JAMES McCULLOUGH, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Annsville.....	18	16	19	446	40,983	\$3,385	\$479,879	\$3,189 17	\$2,228 07	14
Ava.....	9	13	9	182	14,070	2,750	186,920	1,005 24	1,277 37	12
Boonville.....	18	22	28	741	75,565	15,565	953,122	8,351 57	8,344 49	12
Forestport.....	10	13	13	431	39,318	4,030	180,769	1,578 58	2,202 43	22
Lee.....	17	23	10	398	38,085	7,185	460,965	2,517 83	2,166 33	14
Remsen.....	10	20	12	242	21,600	5,935	450,148	1,393 77	1,961 42	13
Struben.....	13	20	13	218	16,921	3,170	802,030	1,403 12	1,356 14	13
Trenton.....	13	15	19	556	57,904	7,190	944,260	2,274 16	4,404 00	8
Western.....	20	28	21	400	34,788	7,080	501,408	2,230 06	2,327 35	16
Total.....	128	172	153	3,807	339,476	\$63,240	\$4,589,306	\$17,943 50	\$22,886 80	127

ONONDAGA COUNTY — FIRST DISTRICT

MATTHEW G. FRAWLEY, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Cassius.....	10	24	15	428	52,030	\$11,045	\$2,307,378	\$1,821 33	\$3,533 44	14
Clay.....	17	38	19	502	54,845	9,310	1,794,485	2,258 83	3,079 29	20
Elbridge.....	14	28	23	850	91,451	38,375	2,704,192	2,843 13	6,200 82	32
Lysander.....	21	61	30	1,478	185,710	51,025	4,183,579	4,991 04	11,279 27	27
Salina.....	8	23	16	722	94,617	20,840	1,682,311	2,120 05	4,877 01	8
Van Buren.....	15	31	17	463	48,489	11,240	1,903,179	2,608 70	3,895 12	8
Total.....	85	205	129	4,443	529,958	\$180,835	\$14,605,124	\$16,041 85	\$32,834 45	109

In making my third annual report of the schools in the first commissioner district of Onondaga county, I am thoroughly convinced that it has been a fairly prosperous year of school work.

A teachers' institute was held at Baldwinsville under the supervision of Conductor A. C. McLachlan, and was pronounced by the teachers the best they had ever attended. It was very practical,

and the teachers became so much interested that many expressed a wish that it might continue another week. In reviewing the year's work I have no hesitation in holding that institute responsible for having set in motion influences that have proven a rich blessing to our schools.

There has been much repairing done on old school buildings the past year. An addition to the school building in District No. 16, town of Lysander, is being constructed, and is to be equipped with the very best system of heating and ventilation, costing, in the aggregate, about \$6,000. This building, when complete, will be one of the finest 10-room buildings in central New York.

We now have a teachers' association that is truly alive. Principal C. H. De Kroyft, of Plainville, acting as president; Principal G. N. White, of Camillus, vice-president, and Miss Jennie Dietz, secretary. The last meeting was held at Camillus, and was well attended and a very prosperous meeting for all. The good people of Camillus gave a free entertainment to the teachers in attendance.

The commissioner's course of study has been adopted in nearly all of our schools and will, I believe, do much toward perfecting the work.

ONONDAGA COUNTY—SECOND DISTRICT

• ALFRED F. PRESLEY, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Tenures employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1898
Geddes . . .	3	7	17	731	65,889	\$17,825	\$1,567 150	\$1 515 76	\$7,597 03	3
Marcellus . . .	12	25	18	539	86,013	22 175	1 413 426	2 194 59	5,299 63	30
Onondaga . . .	27	65	38	1 374	171 426	42 875	3,219 865	4,621 09	9,390 70	33
Otisco . . .	12	24	12	268	29,047	6,510	555,610	1,374 73	1,571 87	25
Skaneateles . .	16	37	27	1 041	125,766	28,785	2,554 919	3,437 20	6,443 56	9
Spaford . . .	0	18	9	756	21,482	6 135	965,745	1 022 86	1 122 25	12
Tully . . .	7	18	13	581	41,686	7,247	693 220	1,404 10	1 918 53	7
Total . . .	86	194	134	4 590	519,299	\$130,550	\$12,546,865	\$15,470 83	\$33,343 59	114

The general condition of the schools of this commissioner district is continually growing better. Trustees and patrons alike are awake to the idea that the schools of the rural districts need caring for and the result is a better supervision all through.

Trustees instead of engaging the cheapest teacher possible, are procuring a better grade of teacher and paying higher salaries. The attendance during the past year has been better than in previous years, an increase being shown over last year of 268 pupils and in total attendance 30,101. Many districts have made improvements in buildings and surroundings, showing a deeper degree of interest in the schools.

During the past school year 229 candidates were examined under the uniform system. Of this number five received first grade certificates, 45 second grade, and 30 received third grade certificates; 149 failed to obtain certificates of any grade.

Two training classes were successfully maintained during the past year, one at Onondaga Valley and one at Tully. Thirty-seven training class certificates were earned and issued. It is needless to speak of the excellent work done by these classes; suffice it to state that the graduates make an excellent addition to the corps of teachers of this district.

Since my last report I have recommended 12 young teachers for appointment to the normal schools of the State.

ONONDAGA COUNTY — THIRD DISTRICT

N. F. BENEDICT, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- houses in county	Number of official voters made by con- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at attendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1886
Cicero .. .	14	27	14	500	57,890	\$16,025	\$1,667,228	\$2,084 04	\$5,062 61	11
DeWitt .. .	13	21	53	1,178	140,530	56,050	2,884,140	3,985 08	12,320 62	13
Fulton .. .	14	30	18	414	40,874	8,655	850,150	1,862 04	2,113 90	12
LaFayette ..	9	17	11	286	31,393	7,505	910,777	1,277 03	2,785 80	9
Manlius .. .	21	37	38	1,163	138,316	44,955	2,984,816	4,684 67	10,664 06	27
Pompey .. .	22	37	25	592	58,426	14,810	1,734,200	2,858 04	5,061 40	20
Total .. .	93	160	143	4,103	172,438	\$149,200	\$11,037,320	\$16,752 40	\$36,058 00	92

In submitting my third annual report I am gratified to note the steady growth and advancement of educational interests in the schools throughout the district. The union and grade schools seem to show greater advancement than do the rural districts, consequently, the patrons of the smaller districts seem to appreciate the fact that much better advantages are given in such schools which has a decided tendency toward concentration or

the township system. The rural schools however are seeking a better class of teachers and by so doing we hope to report continued improvement. We now have six union schools in the district employing 48 teachers; also six graded schools employing two or more teachers each.

In a few of the rural district schools the enforcement of the Compulsory Education Law has not met my expectation. Children have been allowed to remain at home to assist in the farm and domestic work. However, we have an increase in number of children attending school of 117 and 14,417 days of attendance over last year, which is encouraging to say the least.

Our institute held at Manlius during the week commencing September 9, with Dr. Henry R. Sanford as conductor, was a decided success. While the doctor has labored much and long in the work he did not fail to impart educational enthusiasm and inspire our teachers to do more and better work than ever before.

Miss Himes in her energetic way gave us most excellent work in drawing, while primary work which needs no commendation was presented by Miss Eggleston, who simply captivates the teachers wherever she goes and makes many of them wish they were a child again.

During the past year two training classes have been maintained. One of 14 members at East Syracuse normal school, and the other of 18 members at Fabius union school. Four of the former and 17 of the latter succeeded in passing for a training class certificate, and at this time all have succeeded in securing schools for the ensuing year.

ONTARIO COUNTY — FIRST DISTRICT

LEGRAND L. MORSE, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1898
Farmington ...	12	24	12	360	33 247	\$8,350	\$1,551 888	\$1 537 71	\$2,046 73	14
Genesee ...	7	16	42	1,324	222 718	100,450	5,951 703	6,801 72	27,500 78	10
Oran ...	14	21	10	447	40,911	1,750	1,763 187	1,878 98	2,998 75	13
Hopewell ...	12	13	12	304	20 147	5,850	1,426 745	1,396 28	1,846 57	12
Manlius ...	15	20	26	764	53,980	34,400	1,967,572	2,554 70	6,116 49	22
Phelps ...	20	20	34	1,306	141 174	47,450	4 10 175	4,126 00	10,644 84	36
Seneca ...	11	18	14	620	63,219	14,750	1,869 663	1,803 69	3,227 25	13
Total	89	144	150	5,327	616,627	\$222,000	\$18,771,926	\$20,087 06	\$54,453 41	128

In presenting my ninth and last annual report, I will say that the work of the year has been generally satisfactory. Teachers and pupils are striving to do better work, and an increased number of pupils in the common schools are looking forward to a more extended course in some one of the union schools, of which we now have four in this commissioner district.

The younger teachers are coming to understand that if they are to keep their places in the force, they must become better prepared than in the past. The Teachers' Training Class at Geneva has been doing a good work during the past year in giving its members this better preparation. Out of this class instructed at Geneva eight of the members successfully passed the final examination and obtained certificates. These teachers have all obtained positions, and, if successful in their work, will be privileged, in the future, to avoid the much-dreaded examinations.

The year closing July 31, 1896, has been the banner year for building of new schoolhouses, six having been erected in the district since my last report. The village of Geneva has finished two grammar school buildings — one of twelve rooms and another of eight rooms. These are both provided with the best modern plans of lighting, heating and ventilation. Districts Nos. 7 and 8, town of Geneva, and No. 5, town of Gorham, have built commodious single-room schoolhouses. The village of Manchester has finished, at a cost of \$10,000, a new seven-room brick building of which the inhabitants have every reason to feel proud. A number of other districts have reseated their school-rooms. In the matter of building and furnishing, it has been a very progressive year.

An excellent teachers' institute, under the conductorship of Professor Welland Hendrick, with an able corps of assistants, was held at Geneva, April 13-17. This meeting, in point of average attendance, surpassed any we have held since I became commissioner.

An effort was made during the past year to introduce the Commissioners' Graded Course of study, but owing to the limited supply of the manuals, some schools could not be supplied. The beginning has been satisfactory, and it is expected that the system will soon become firmly established.

During the nine years I have served as commissioner in the first commissioner district of Ontario county, I have made over 1,400 official visits to the schools composing the district, have held 64 regular examinations under the uniform system, besides two special examinations for the training class; have granted 63 first grade, 386 second grade, 394 third grade and 20 training class certificates. The teaching force has increased from 131 in 1888 to 156 in 1896. The schoolhouses have increased in this time from 91 to 93. During this period there has been expended for libraries,

\$4,351.13; for apparatus, \$4,405.67, and for building and repairs, the sum of \$120,290.31.

From January 1, 1888, to the present time, there have been but two school lawsuits, and but one appeal to the State Superintendent.

I can not close this report without expressing my thanks to the people of the district for their generous support, and for their hospitable treatment while attending to my duties, and to the teachers for their kindness and hearty co operation at all times. I also wish to tender my thanks to the Department for the many favors and courteous treatment I have received.

ONTARIO COUNTY — SECOND DISTRICT

HIRAM C. CASE, *School Commissioner*

TOWNS IN DISTRICT	Districts with school houses in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1891
Bristol	12	20	12	206	20,041	\$5,625	\$685,285	\$1,408 00	\$1,532 48	10
Canadice	9	18	9	152	13,705	3,555	368,752	908 74	845 19	4
Canastota	30	30	43	1,468	101,332	122,855	4,536,810	6,278 78	16,400 32	49
E. Bloomfield ..	11	21	16	469	51,128	10,455	1,334,585	1,807 28	3,792 39	8
Naples	14	27	21	541	63,381	15,910	820,797	2,540 08	4,064 30	18
Richmond	10	20	14	318	34,533	10,145	228,765	1,781 20	2,454 23	21
South Bristol ..	12	23	12	261	24,574	5,025	390,050	1,362 83	1,596 73	17
Victor	11	22	16	619	60,601	21,645	1,006,506	2,021 88	4,510 00	20
W. Bloomfield ..	8	16	10	324	31,812	5,850	961,976	1,218 08	2,002 97	4
Total	106	206	153	4,448	508,167	\$201,665	\$11,852,552	\$19,393 15	\$37,329 22	169

Since my last report there has been no marked change in the condition of the schools in this commissioner district, but the tendency has been to advance steadily. There is a growing desire among our teachers to better their condition, as is shown by the fact that during the past year I have issued six first-grade licenses, and one State license has been issued by the Department to this commissioner district. About twenty of our teachers availed themselves of the summer schools, so generously provided by the State, at Thousand Island Park, Chautauqua and Glens Falls. All report themselves as highly pleased with the manner in which the schools were conducted, and with the result to themselves in consequence of their attendance.

During the past year death has visited our number and taken from us two promising young teachers, Miss Mary McCaffery and M. Raymond Reed. The recent changes governing the uniform examinations can not help commending themselves to anyone familiar with their workings.

Our Teachers' Association held its annual meeting at Canandaigua last December, and was attended by over 90 per cent. of the teachers of this district. Aside from our local help, the meeting was indebted to Prof. Myron T. Scudder, of the Regents' Department, and to Commissioner J. D. Sullivan, of Livonia, for its success.

Arbor Day has been observed by most of the schools, and every trustee reports as having complied with the law requiring a United States flag to be displayed near the school building.

ORANGE COUNTY — FIRST DISTRICT

CHARLES RIVENBURG, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendances during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1895
Bloom'g Grove.	12	14	17	577	57,323	\$12,735	\$1,324,916	\$1,063 09	\$5,583 98	9
Cornwall	5	7	10	675	83,088	20,125	1,240,403	2,365 83	884 54	4
Crawford	11	11	12	844	36,230	6,770	759,209	1,443 64	3,225 69	23
Hampdenburgh	6	11	8	223	18,271	3,900	753,517	726 05	1,352 25	17
Highland	4	12	12	695	74,229	27,450	616,815	1,030 82	7,633 94	35
Monroe	3	4	9	430	48,117	13,000	985,315	1,247 19	8,961 96	4
Montgomery	13	14	27	1,212	126,106	49,225	1,844,357	3,026 19	10,376 37	25
Newburgh	12	13	14	744	59,056	12,715	1,164,024	1,733 76	4,444 16	9
New Windsor.	8	10	9	323	42,088	13,850	1,228,298	1,239 23	2,995 87	6
Total	76	77	125	5,293	554,578	\$172,379	\$9,878,383	\$15,919 80	\$48,106 87	132

District No. 1, town of Cornwall, has been annulled and its territory made a part of Union Free School District No. 5. A school, however, is to be maintained in the annulled district.

The Hon. Chas. R. Skinner and the Hon. D. E. Ainsworth were present at the dedicatory exercises of the Walden Academy, and delivered addresses highly commendatory of the school board and people. The inhabitants of this village are particularly interested in educational matters. Our annual institute was held there in May, all sessions being largely attended by residents. The average attendance of teachers at this institute was 99½ per cent.

Cornwall appropriated \$5,000 for an addition to her present building. Cornwall-on-Hudson appropriated \$8,000 demanded by an increased school population. Both schools are well officered with progressive men.

District No. 4, town of Montgomery, has made extensive improvements, and many other districts are improved by minor repairs.

By legislative action the boundaries of the two commissioner districts were changed to conform to the Assembly district boundaries. The towns of Crawford and Hamptonburgh now form part of the first district and Tuxedo and Woodbury are in the second district.

Our people generally are much interested in school affairs. Upon assuming the office of commissioner I found 40 per cent. of the teaching force normal graduates and holders of first-grade certificates—a high average. During the past two years this per cent. has increased to 53, showing a rapid yet healthy growth.

I have introduced into the district the graded system, and already marked improvement is noticeable in the broadness and greater amount of work done. It was my pleasure, at the close of the school year, to grant a considerable number of diplomas.

ORANGE COUNTY—SECOND DISTRICT

WILLARD M. CLARK, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house to occupy	Number of official visits made by com- missioner	Teachers employed for legal term	White number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Chester	4	3	11	45	58.08	\$1,275	\$872.000	\$1,410.57	\$1,378.00	5
Deerpark	11	4	50	2,47	310.51	23,500	2,309,842	8,522.50	28,695.00	10
Goshen	9	7	20	83	90.48	3,224	2,155,305	2,657.10	9,724.90	17
Greenville	7	5	7	170	13.821	220	327,052	788.85	1,200.21	13
Mt. Hope	6	7	7	33	35.40	750	615,124	943.78	2,102.18	9
Milwauk	8	7	9	335	22,309	630	601,602	1,128.23	2,068.22	7
Tuxedo	4	4	5	282	23,023	1,275	1,186,119	541.84	4,071.66	3
Wawayanda	10	11	10	320	20,676	700	603,805	1,215.00	2,177.05	9
Wallkill	17	22	17	502	52,406	1,100	1,187,291	2,016.87	4,109.62	32
Warwick	20	11	32	1,424	162,529	3,695	3,139,770	4,540.28	13,814.79	24
Woodbury	8	3	7	204	81.687	1,300	551,618	1,030.34	2,730.97	6
Total	100	87	111	7,413	879,213	\$37,765	\$19,731,147	\$24,799.00	\$70,104.12	116

Owing to a scarcity of experienced teachers we have been obliged to place a number of teachers, less than 18 years of age, in charge of some of the smaller schools. I have observed that about 40 per cent. of the beginners are failures as school teachers.

There was no training class organized in this commissioner district during the past year. If more of our young teachers would avail themselves of the opportunity of a course in a training class they would be better fitted for their work as teachers. I am pleased to see that a greater number of applications for appointment to normal schools have been made this year. We have one new building and two additions in course of construction, while a number of other districts are making needed repairs.

The order of the State Department to erect flag-poles and to display a United States flag, of reasonable size therefrom was met with approval by most districts, while a few made decided objections to the necessary expense incurred thereby. A number of districts have taken a great deal of pride in erecting very nice poles and purchasing large flags to display therefrom.

While the number of children attending school in this district remains about the same, the aggregate attendance has materially increased, showing that the Compulsory Education Law has had its effect in a number of districts. Half of the school districts have done little or nothing toward enforcing this act.

Ninety-six of the 100 districts in this commissioner district reported observance of Arbor Day, and 136 trees beside shrubs and vines were planted.

Owing to the change in boundaries of the commissioner districts of Orange county 17 school districts were taken from this district and 11 new districts were added.

The teachers' institute which was held in Middletown, April 6 to 10, inclusive, and conducted by Professor Hendrick, assisted by Professor Lattimer, Miss Himes, and Miss Eggleston was of great interest and benefit to our teachers. While we have a few teachers who will not avail themselves of the benefits to be derived from these meetings, the large majority take home with them a great many new ideas and make a practical application of them in their school work.

ORLEANS COUNTY.

ELBERT O. SMITH, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- houses in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from state	Amount of money raised by local tax	Number of trees planted, 1906
Albion	10	35	32	1 080	122 782	\$38,300	\$3,156 312	\$4 690 00	\$10,690 51	8
Barre	17	21	13	408	98 109	8,850	1 078 700	1,544 72	1 919 04	17
Carlton	17	19	18	550	53 238	2 800	1 381,984	2,175 41	4,205 24	23
Clarendon	9	15	19	324	29 315	5,900	838 054	1,165 86	1,429 79	6
Genesee	12	16	13	401	36 071	8,300	1,311,087	1,538 35	1 911 07	15
Kendall	10	16	11	348	31,418	7 200	800 191	1,760 32	1,843 83	25
Murray	12	26	21	783	84 666	23,100	2,028 340	2,063 19	5,102 25	32
Ridgewood	16	43	43	1 562	196 507	58 250	3,725,131	5,375 05	11,923 76	8
Shelby	14	18	16	511	53 273	14 950	1,491,234	1,843 64	2,859 34	19
Yates	13	22	14	439	40,090	9,950	990,180	1,686 22	2,467 15	17
Total	126	231	191	8,410	683,579	\$168,200	\$16,787,813	\$24,133 27	\$44,480 99	180

The schools of Orleans are in a fairly prosperous condition. The greatest objection is the comparatively large number of small schools. The schools outside of the large villages average from 13 to 19. The average in the county is about 20 pupils to one teacher. There are 17 schools, not joint districts, that average less than 10.

I have held seven examinations and examined 260 different candidates. Nine passed for first grade certificates, 73 for second and 52 for third. One hundred and twenty-six failed to obtain licenses to teach. I have made 231 official visits.

The teachers' institute, conducted by Dr. Henry R. Sanford, has given evidence of good results during the whole year. The work given by Dr. Schmitz of Geneseo, Miss Rhodes, Miss Saunders and Miss Coleman, of the Brockport Normal School was practical, interesting and highly appreciated.

OSWEGO COUNTY — FIRST DISTRICT

ARTHUR W. WILTSIE, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- houses in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1886
Granby	19	40	26	977	93,745	\$16,925	\$649,813	\$3,256 62	\$4,987 96	33
Hannibal.....	15	34	19	594	52,563	13,230	1,781,815	2,261 48	3,121 30	23
New Haven ...	12	17	13	291	29,400	7,350	623,098	1,480 15	1,395 27	12
Oswego	15	26	17	836	52,210	9,525	882,846	2,082 17	2,561 42	7
Scriba	18	27	18	515	48,305	10,200	832,406	2,125 21	2,258 50	17
Volney	14	42	37	1,583	181,127	60,350	2,596,643	4,696 56	11,058 85	18
Total	93	186	130	4,449	457,359	\$117,580	\$7,349,515	\$15,901 21	\$25,383 26	99

The past year has been uneventful, yet a steady advance has been made in the teaching force of this district. This progress is more noticeable as we look back for a few years. Much credit for the improvement is due to Oswego Normal School and Fulton Academy. Few country schools can afford a teacher holding a normal diploma, but many of the undergraduates are doing excellent work in the school-room while earning money to continue their studies. Many of the best teachers of the district have been instructed in the Fulton Academy, the influence of which has been increasing rapidly during the past 10 years. The non-resident attendance last year amounted to 17,000 days or an average daily attendance of nearly 100. The work done in the training class was most excellent and, as a result, 14 young men and women enter the teaching profession with certificates of so high a grade that they can be renewed without examination.

In this my last annual report I wish to acknowledge the many courtesies shown me by the Department and thank the people of this district for their many acts of kindness and generosity.

OSWEGO COUNTY — SECOND DISTRICT

H. L. STANTON, *School Commissioner*

TOWNS IN DISTRICT	Districts with school house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Numbers of trees planted, 1896
Amboy.....	7	11	7	168	13,822	\$2,700	\$156,440	\$787 32	\$583 77	19
Constantia.....	13	18	26	555	57,014	10,100	385,100	2,311 01	3,146 47	25
Hastings.....	16	25	20	543	55,791	13,900	837,082	2,380 70	2,243 02	13
Palermo.....	14	14	13	391	27,709	5,400	493,200	1,500 02	1,285 15	8
Parish.....	13	18	18	457	48,187	12,000	370,500	2,129 53	2,492 47	14
Schroepel.....	16	22	26	797	87,215	21,350	1,322,112	3,100 38	5,201 80	12
West Monticello.....	8	8	8	143	22,376	3,600	225,164	948 75	875 04	91
Total.....	86	116	112	2,974	312,114	\$68,140	\$3,709,598	\$13,223 71	\$16,837 70	

It is very gratifying to me to be able to report continued progress in the schools of this commissioner district.

There are exceptions, however, to this general rule. Some trustees seem to think that cheap teachers and small taxes are the principal objects to be attained in school matters, and we will always find it so until the schools are maintained by the town and regulated by a board of directors or trustees. Then we could have a uniformity in text-books, and our schoolhouses equipped with sufficient apparatus and a better class of teachers.

For the past three years the supply of teachers has been less than the demand; consequently from 5 to 15 third-grade teachers from other districts, without any experience, have been necessarily thrust upon this district, and we have been obliged to accept them or have no school.

OSWEGO COUNTY — THIRD DISTRICT

F. E. SMITH, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Albion.	15	21	17	132	42,662	\$0 000	\$453,500	\$2,019 87	\$2,029 50	4
Boylston.	9	12	9	242	16,091	4,055	156 090	1,013 00	775 78	9
Mexico.	17	40	27	36	73,523	22,797	1,214 318	2,716 10	5,035 25	5
Orwell.	11	21	12	314	20,133	6,025	331 927	1,599 35	1,322 50	...
Redfield.	12	18	13	231	27,097	5,800	238 133	1,443 32	1,320 17	14
Richland.	23	46	32	846	100,121	23,195	1,128 480	3,790 50	4,508 00	5
Sandy Creek.	14	37	21	453	53,253	19,970	816,737	2,471 99	3,739 23	7
Williamstown.	10	13	11	278	27,828	7,480	334 136	1,322 15	1,796 44	...
Total.	110	208	142	3,417	365,720	\$98,357	\$4,693,330	\$16,175 28	\$21,136 62	44

When we assumed the duties of commissioner we found 110 common and two union free school districts, with 132 teachers employed. We now have 105 common and 5 union free school districts, with 142 teachers employed. Our union free schools now play an important part in the educational work of the district. They enroll upwards of 1,000 pupils as against about 350 of six years ago. These schools form educational centers for their various localities, and are a great help to the educational work and sentiment of the district.

In the place of one training class we now have three good classes meeting the advanced requirements as fixed by the State. The spirit of rivalry which disturbed the educational unity of the district has been allayed by the even distribution of classes. Our teachers and school officers greatly appreciate these favors from the State and are doing all in their power to merit them. There are now 29 of these professional certificates issued as a result of this work.

Our teachers' institutes have grown in attendance, interest and professional spirit for the past six years. We registered our largest institute this year. In 1892 we registered 150 and in 1896 189 teachers. In 1892 we registered only 14 male teachers, and in 1896, 41. We divided this year our institute, for a half day, into two sections — the general and the academic. The academic section was intended to do work for the benefit of our five union free schools. It was the general opinion, as expressed to me by the teachers, that the division of the institute was a success, and resulted in much better and more satisfactory work for the institute as a whole. Another pleasant feature of the institute week was a reception on Wednesday evening, tendered by the faculty

of the Pulaski Union School to the teachers and members of the institute. Nearly every teacher attended the reception. All were delighted with the occasion, and carried away very pleasant memories of the many courtesies of the teachers and people of Pulaski.

During my terms as commissioner 35 per cent. of the school buildings have been built new or quite extensively repaired. Many districts have added new school furniture.

It has become a custom among certain districts to delay the employing of a teacher until one could be found to teach for four or four and one-half dollars per week. This is the source of many delays and the real cause of the demand for third-grade teachers and temporary permits. A number of our schools are not filled at the present time. As a result from 10 to 15 of our best teachers have made contracts in other districts or counties. Our trouble comes, not from a lack of teachers, but from the low wages that are offered and paid by the trustees. We have issued 29 training-class, 30 first-grade, 99 second-grade, and 13 third-grade certificates, and 14 college graduate and normal school certificates, making a total of 185 certificates, or 43 more than there are schools to fill. The advanced requirements for the third grade, which went into effect August 1, have cut our third-grade certificates from about 30 last year to 5 this year.

OTSEGO COUNTY — FIRST DISTRICT
CHARLES H. PARSHALL, School Commissioner

TOWNS IN DISTRICT	Districts with school- houses in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Cherry Valley . . .	12	17	15	344	32 137	\$6,820	\$808 02	\$1 762 73	\$3,060 00	12
Decatur	6	7	6	123	7 948	1 071	158,400	664 93	654 57	11
Exeter	8	8	13	249	23,184	3 700	671,600	1,187 43	1 025 38	7
Albany	17	17	22	486	53 251	17 000	737 904	2,593 11	3 482 10	24
Middlefield . . .	19	20	19	439	37 462	9,170	848,846	2,700 94	2,614 11	31
Otsego	18	23	27	910	108 876	42 950	1,518,475	1,487 50	8,192 37	20
Plainfield . . .	11	12	11	211	13 845	3 690	454 140	1 234 88	990 94	17
Richfield	9	11	10	570	71 292	51 020	1,071,881	2,419 35	7,092 19	20
Roseboom	12	12	12	215	17 190	6 555	339 525	1 124 12	1 891 33	15
Springfield . . .	13	14	14	350	36 761	8 000	761,214	1 802 10	2,647 98	21
Westford	11	13	11	180	14 876	1 960	320 450	1,223 56	1,244 07	12
Worcester	15	20	24	504	61 615	12 205	428,455	2,068 99	6,198 35	24
Total	149	105	190	4 035	483 677	\$142,985	\$8,427,415	\$12,611 64	\$39,413 28	214

The general work of the school year just ended has been on the whole quite satisfactory. The teachers are working hard

to keep abreast of the times and to prepare themselves thoroughly for the work of their profession. I can see a commendable advance in the quality of the teaching done in the common district schools within the last three years. In spite of the constantly advancing standard of requirements for certificates, the teachers have increased in number rather than decreased, and this fall will see a considerable surplusage in the supply. Now that there is a chance for the exercise of some choice, trustees need educating in the importance of hiring only the best.

The need of uniformity of text-books is a crying one in this district. I open at random my record book of visitations, and in a school with an average attendance of only 11, I find in use two kinds of spellers, two kinds of readers, four kinds of arithmetics and two kinds of civil governments. A further inspection shows numerous cases fully as bad. This state of affairs arises through frequent changes of residence on the part of the pupils' parents, and is absolutely fatal to good work in the school.

On the whole, the school buildings are in a comfortable condition. The few exceptions will doubtless be remedied soon.

The Compulsory Education Law has been a blessing to this district. On all sides the attendance has been increased, and many a child kept in school who would otherwise have been left to waste his time in something worse than mere idleness. The appointment of town attendance officers for the coming year will be a decided improvement and increase greatly the efficiency of the law.

OTSEGO COUNTY—SECOND DISTRICT

U. G. WELCH, *School Commissioner*

TOWNS IN DISTRICT	Districts with school-house in county	Number of official visits made by commissioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' attendance during school year	Value of school buildings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1888
Burlington	13	21	14	253	21,718	\$5,300	\$72,066	\$1,572 27	\$1,337 11	10
Butternuts	13	23	17	384	40,799	9,385	760,275	1,840 89	3,739 31	21
Edineston	13	20	15	347	33,503	6,400	\$26,680	1,845 43	1,920 01	11
Hartwick	18	21	17	455	41,266	7,310	761,675	1,962 79	2,366 32	23
Laurens	12	19	14	311	30,082	5,905	629,325	1,621 41	2,366 30	19
Milford	14	18	17	486	48,514	11,540	834,790	2,056 95	2,903 26	18
Morris	16	25	16	416	47,316	12,715	591,215	1,802 58	3,121 86	32
New Lisbon	15	20	10	281	26,027	5,435	579,904	1,798 42	1,353 00	23
Oneonta	13	30	25	1,527	191,844	50,350	1,911,805	5,517 86	13,618 80	24
Otego	17	24	19	364	32,963	11,050	555,123	2,121 19	1,645 24	31
Pittsfield	10	14	10	235	21,811	3,800	233,824	1,157 82	1,072 30	24
Unadilla	14	25	20	585	61,167	34,595	727,332	2,284 70	6,236 98	15
Total.....	180	200	210	5,698	596,972	\$133,845	\$9,253,014	\$25,553 31	\$30,523 97	247

There are several other districts in this commissioner district which should be dissolved; but these schools are so situated that if they were dissolved some children in each district would be left three or four miles from school. If the law passed by the last Legislature could be amended so that all the children of any district could be taught in any adjoining district in like manner as they may now be taught in an adjoining union free school district, many of the smaller schools would be closed. The aggregate attendance has increased over 24,000 the past year and over 54,000 in the past two years. The teaching force has been increased by four.

The graded institute held at Cooperstown was in every way successful.

PUTNAM COUNTY.

JAMES E. TOWNER, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Carmel	11	11	13	528	54,261	\$13,006	\$1,802,101	\$1,659 15	\$5,337 16	21
Kent	8	8	8	236	19,318	3,058	436,763	863 14	1,447 91	11
Patterson . . .	10	1	12	351	28,856	3,825	1,014,445	1,323 30	3,647 31	10
Philipstown . .	13	16	21	710	87,413	39,450	1,111,632	2,705 04	7,748 10	23
Putnam Valley .	7	7	7	172	12,680	1,225	470,065	815 73	1,412 32	7
Southeast . . .	20	7	17	673	84,234	24,150	1,380,187	2,115 82	7,993 77	12
Total	59	60	78	2,671	286,774	\$85,300	\$6,214,593	\$9,571 26	\$27,566 67	83

Since my last annual report there have been no marked changes in the schools of this county. However, it is a fact that there has been a steady improvement in the schools; I believe we are each year having a better class of teachers and they are doing more and better work. There has been during the past year one union free school organized (District No. 1 of Patterson village); we now have four union schools in the county. One new schoolhouse is being built, and several are or have been repaired and refurnished; the tendency is toward better buildings, better furniture, better teachers which, together, make better schools.

One of the most successful institutes we have ever had was held at Carmel, September 28th to October 2d, Dr. Sanford conductor. We had a perfect roll-call at each session, and I have

never seen better attention given instructors. Dr. Capen was with us and did good work during the day and also favored us with his lecture, "The Teacher's Nobility." Should his advice be taken and applied our teachers would be looked upon with more consideration than they now are. Principal Dunbar of Peekskill very kindly gave us two periods of good practical hints. Miss Himes was with us and was pleased at the interest shown and the improvement made during the past year in the subject of drawing. Hon. Charles E. Fitch was very entertaining in his lecture "George Washington." Dr. Sanford's lecture, "Florida and the Bahamas Illustrated," was perhaps more appreciated than anything seen or heard in that line ever before in this section. About 600 people were present and at the close voted thanks to the doctor and the Department. The institute was favored by the presence of Hon. D. E. Ainsworth, who gave the teachers a talk of about one hour.

QUEENS COUNTY — FIRST DISTRICT

FRANCIS R. CLAIR, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted 1898
Flushing	8	22	68	3,284	2,316,908	\$195,450	\$6,709,123	\$10,820 23	\$42,448 34	28
Newtown	14	36	83	5,592	3,814,827	213,295	6,350,555	10,751 06	73,475 37	12
N Hempstead ..	11	13	32	1,640	984,933	53,400	3,760,631	4,100 74	23,555 17	6
Total	33	71	183	10,516	6,916,668	\$462,145	\$10,820,309	\$25,672 02	\$139,479 88	46

During the past school year a great many improvements have been made in this district; new buildings have been erected in East Williston, Little Neck, Newtown, Laurel Hill, and Middle Village, at an aggregate cost of \$53,000 and in Maspeth the erection of a building to cost \$50,000 is under consideration. The Compulsory Education Law has been well enforced, but one serious obstacle to a very thorough enforcement of the law, has been the lack of sufficient school-room in the largely populated districts. We expect that with the new buildings, and additions to the present buildings, to be in a position this year, to meet all the requirements.

The experiment of a graded institute was tried this year and proved most successful. Every teacher in the district was in attendance and all were thoroughly interested from beginning to end.

A feeling of uncertainty prevails among the teachers of that portion of this district, which it is proposed to annex to Greater New York. They fear that they will not be allowed to teach under their present certificates, and I think some interest should be taken in this matter by the Department.

QUEENS COUNTY — SECOND DISTRICT

JAMES A. COOLEY, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1906
Hempstead	26	58	113	2,363	961,249	\$111,085	\$7,013,386	\$13,928 84	\$61,746 51	48
Jamaica	11	53	89	4,587	551,113	242,714	9,472,120	12,158 89	68,959 25	49
Oyster Bay	24	59	61	2,896	344,384	171,513	5,185,794	8,685 44	39,853 00	50
Total	61	170	263	12,956	1,856,746	\$477,300	\$22,771,310	\$34,773 17	\$190,559 06	147

The above condensed statement shows that the rapid progress and encouraging growth, which have characterized the schools of the second district in the past, have continued without interruption, notwithstanding the hard times. New buildings have been erected, additions have been built, and new furniture and apparatus have been purchased. A comparison of the year just closed with three years ago will indicate the marked improvement which has been made in that time. Besides several substantial additions to already existing structures, 32 new buildings, containing from one to 17 school-rooms, have been erected. The whole number of pupils enrolled in the schools of this district has increased in three years from 10,659 to 12,956, a gain of 21 per cent., requiring the employment of 68 additional teachers, 52 of whom are graduates of the different State normal schools. During the same period, the gain in average attendance has been 35 per cent., a very gratifying result, indicating, not only better schools, but an increased interest in the schools as well; for while this increase of 35 per cent. in average attendance is due, to some extent,

to the Compulsory Education Law, an examination of the records shows that this improvement must be attributed to other causes as well.

The estimated value of school buildings and sites is \$328,879 greater than three years ago, a gain of 90 per cent., while \$43,369 more was paid for teachers' wages during the last school year than three years ago, an advance of 43 per cent. The amount expended in the district for all school purposes during the last year was \$426,120 being a gain over three years ago of 75 per cent.

While this is very encouraging, there is still room for further improvement. Several districts are yet without adequate school facilities, and must very soon provide additional room for the rapidly increasing school population.

The effect of the Compulsory Law has been very salutary. While it has been found necessary, in several districts, to invoke the strong arm of the law, the arrests have been comparatively few, and, on the whole, there has been a ready compliance with the statute. I believe the intent of the law to be remedial, rather than punitive, and I have endeavored to impress upon school authorities and attendance officers the idea that they will best serve their districts and the cause of education, by persuading all parents of the justice and wisdom of giving their children the full benefit of the school facilities provided for them. An occasional sharp reminder of the penalty attached to a willful noncompliance should be all that is required. Now that the amended law brings all districts under the jurisdiction of attendance officers, the measure should be much more effective than last year. That such a law was needed is very evident. While the gain in the percentage of average attendance has been very encouraging, 61 per cent. of the total enrollment is still too small a fraction, and I hope to see this improved in the year to come. Owing to a misapprehension of the full requirements of the law, there has been some difficulty experienced in securing complete reports of the workings of the law, which will not occur again.

During the past year, new school buildings have been occupied for the first time in Hollis, Woodhaven, Rockville Centre, Jamaica, Cold Spring Harbor, Valley Stream and East Meadow. Additions and new buildings are under way at Richmond Hill, Woodhaven, Jamaica, Norwood, Rosedale and Syosset. Of these, the most noteworthy are the new high school building at Jamaica, and the new No. 2 building at Woodhaven, both of which are models of modern school architecture.

The results of the uniform examinations have been quite satisfactory and the candidates have shown a very commendable spirit in their efforts to secure certificates, and have accepted the added requirements with entire cheerfulness. Teachers and trustees have come to realize the necessity of securing legal qualifications, and

temporary licenses have been called for much less frequently than formerly. The change of the minimum age from 16 to 18 years meets my unqualified approval.

Since my last report, I have visited each one of the more than 250 school-rooms in my district, having an enrollment of upwards of 12,000 pupils. I have remained long enough in each one to judge somewhat of the quality of the work done by the teacher, and to appreciate, to some extent, the many difficulties which must be overcome by the successful teacher.

Reference was made in the last report to the unsatisfactory condition of the records of school district boundaries, as found in the offices of the several town clerks. During the year just closed, the school district boundaries of the town of Jamaica have been carefully looked up, several disputed questions in reference to them have been settled, permanent monuments have been erected at the principal corners, and an accurate description of each district, accompanied by a map, has been filed and recorded in the office of the town clerk of that town. Some work in this direction has been done in the towns of Oyster Bay and Hempstead, and it is my purpose, during the fall and early winter to secure complete descriptions of boundaries of the school districts in these towns.

The graded course of study has been followed in all the schools under my supervision except some of the larger ones, which have been using a course of their own, differing, however, not very much, from the graded course. Now that the latter is under the direct supervision of the Department of Public Instruction, it will be of still greater value, as an incentive to good work, both by teachers and pupils.

A very interesting and profitable institute was held at Freeport during the week commencing September 9th, under the direction of Conductor I. H. Stout, assisted by the Misses Rice and Eggleston.

Several principals' councils were held during the week, which proved very profitable, and gave opportunity for many valuable discussions upon educational matters. More than 200 teachers were in attendance, and although the week was intensely warm, all were enthusiastic in their appreciation of the value of such a gathering. The people of Freeport deserve special praise for the generous treatment accorded by them to the teachers. It was the intention, in holding the institute, so early in the month, that no schools should open until the 16th of September. The trustees of several districts, however, preferred to open on the 3d, and a few schools were in session four days of the week preceding the institute.

An effort has been made, during the past year, to bring the schools and the teachers into closer touch with each other and with the commissioner. To this end, circulars have been sent out, from

time to time, calling attention to certain matters and requiring answers to be returned to this office.

The occurrence of the anniversaries of the birthdays of Washington and Lincoln in the same week in February gave another opportunity to reach all the schools of the district. Early in the month, the following circular letter was sent to each school, with a copy of "The Washington and Lincoln Haversack," containing patriotic songs and selections.

"Dear Fellow Workers.—The occurrence, this month, of the birthday anniversaries of Washington and Lincoln affords you an opportunity for teaching lessons of patriotism and devotion which should not be neglected. Lincoln's birthday, February 12th is now a legal holiday in this State, and your schools will be closed. February 22d, falling on Saturday, this year, will cause no break in your school work. But that these memorial days may be suitably recognized, I would suggest that you set apart Friday afternoon, February 21st, for special Washington and Lincoln exercises, of such a character as, in your good judgment, you may deem proper. In the preparation of such exercises, the pamphlets accompanying this circular may be of some assistance.

"As soon as convenient after the 21st, you will kindly fill out this sheet below, and return it to me, that I may be able to report to the Department just what has been done. Trusting that our efforts to inspire the pupils in our schools to emulate the examples of such men as Lincoln and Washington may not be without good results, I remain,

"Cordially,

(Signed)

"JAMES S. COOLEY,
"School Commissioner."

Returns were received from every district, showing that with scarcely an exception, interesting and instructive exercises were held in every building, exercises that were calculated to inspire patriotism, reverence for the heroes of the past, and inspiration for better living in the present.

In addition to the Arbor Day pamphlet prepared by the Department, a circular letter was sent out to the schools, so that each might report to me on the exercises held in observance of the day.

The report required was returned to me from every one of the 73 schools in the 61 school districts. These reports showed that public exercises were held in 62 buildings; that in eight other buildings, the exercises were private, owing to lack of room to accommodate visitors; that there were satisfactory reasons for the omission of the exercises in the remaining three build-

ings. There were present at these exercises 2,200 visitors, an average of 30 to each building. One hundred and fifty trees were planted, 60 shrubs, and more than 750 vines and plants. These figures show an encouraging increase in the interest taken in these anniversaries, but they indicate but in part the beneficial results of such exercises in awakening a greater interest in the schools, implanting more firmly the lessons of patriotism, giving the children an acquaintance with the best thoughts of the best authors, and, better still, bringing them into closer touch with nature.

For the purpose of a better acquaintance with the Compulsory Education Law, and after consultation with the State Superintendent, a meeting of trustees and boards of education was held at Jamaica, last January. The large hall in the Town Hall building was secured for the purpose, and Assistant Wright was present. The attendance was large, most of the districts being represented, in some cases, by the whole board. The Compulsory Law was explained by Mr. Wright, many questions as to the proper enforcement of the law were answered, and many other points in school law were discussed. So much interest was manifested by those present, and the meeting seemed to be so productive of good results, that the commissioner was directed, by a vote of the meeting, to call another similar meeting the next year.

As to suggestions, I have but two; I think, from the many complaints made, that the law allowing to the district collectors five per cent. commission upon all sums not collected, but returned to the county treasurer, should be changed. Either the commission should be made one per cent., or what might be better, the office of collector should be abolished, and all boards of trustees required to report the amount of money needed in the several districts to the supervisor of the town, so that all the money could be raised in connection with the town, State and county taxes. My other suggestion is this: The graded course of study should be somewhat modified and made to articulate more perfectly with the high school requirements for teachers, and with the requirements for entering the normal schools and training classes.

RENSSELAER COUNTY — FIRST DISTRICT

BYRON F. CLARK, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1898
Berlin	10	14	11	432	33,273	\$4,770	\$337,996	\$1,363 87	\$1,940 35	17
Grafton	9	14	9	263	24,170	4,739	224,370	1,080 07	1,370 75	7
Hoswick	21	35	48	1,478	200,802	81,725	4,518,374	7,189 21	19,924 89	36
Lansingburgh	2	3	56	1,968	280,229	93,600	8,287,870	8,530 44	31,793 57	10
Petersburgh	11	13	12	317	28,210	5,280	423,093	1,400 86	1,550 29	12
Pittstown	17	21	24	779	87,216	23,325	2,671,003	8,028 93	6,515 09	27
Schaghticoke	13	14	18	589	63,212	24,088	1,937,970	2,214 77	5,162 65	4
Total	83	114	178	5,846	715,114	\$239,475	\$16,401,576	\$24,808 93	\$68,227 09	113

The accompanying report shows a decrease in all the footings compared with last year, this is accounted for by the change in this commissioner district; by an act of the Legislature, taking effect 1st of last June, the town of Brunswick was taken from this district and annexed to the second district of the county, and the town of Berlin added to this, which diminishes the report accordingly.

The schools of this district are in general improving. While we find many complaints, on account of the increased requirements and qualifications for teachers, by those who are not interested in the schools, or those taxpayers who care not for the interest and welfare of their community, a large majority of the people realize the advantages derived from the tutorship of a well qualified, exemplary teacher in all communities, and eventually all will be demanding and looking for the very best.

I find the teachers who are taking the most interest in their school work, and showing the best results, are those who have adopted the graded course of study, and they claim it has been a source of interest and a great incentive to the pupils; I think it would be well if it could be made compulsory on all districts not employing a superintendent, and the results would interest patrons as well as encourage the pupils.

Schaghticoke Union School had the misfortune to lose their school building by fire, but have replaced it with a modern structure at an expense of about \$16,000, complete in all requirements, and a model of convenience.

Many improvements in school property have been made, and many harsh criticisms has the commissioner received for insisting

on improvements, but the ideal in common schoolhouse and grounds has not been attained.

RENSSELAER COUNTY — SECOND DISTRICT

LEWIS N. S. MILLER, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Brunswick . . .	12	11	16	617	69,535	\$18,500	\$2,151,453	\$2,152 83	\$5,794 46	20
E. Greenbush . .	6	12	6	212	19,392	6,050	1,185,654	707 08	1,519 35	10
Greenbush . . .	3	6	25	1,252	154,685	20,000	3,481,865	3,532 88	13,223 41	....
N. Greenbush . .	3	17	20	945	110,581	19,175	2,032,300	2,739 94	10,766 71	7
Nassau	15	31	16	497	39,419	9,466	734,130	1,896 87	2,764 05	7
Poestenkill . . .	7	13	8	321	29,734	4,150	427,870	1,001 52	1,528 37	13
Schoenack	14	30	20	773	81,195	17,760	2,805,285	2,561 82	8,570 40	27
Saratoga Lake . .	11	21	18	480	46,705	10,005	508,700	1,610 82	3,312 75	4
Stephentown . . .	14	29	14	319	27,559	5,125	438,152	1,589 06	1,705 82	22
Total	90	170	138	5,416	578,655	\$110,230	\$13,765,909	\$17,822 52	\$46,175 32	120

In submitting my twelfth annual report to the Department of Public Instruction, I find but little to add to those already submitted. I believe, however, I am justified in saying that during the past year, as great, or greater advancement has been made than in any previous year. I believe all interested in the welfare of the schools are becoming more so each year; especially is this true of the trustees, and I believe also the taxpayers are becoming more liberal in their appropriations for school purposes.

Two new buildings are under construction in this district. One at East Albany, which comprises District No. 2, of the town of Greenbush, for which an appropriation of \$40,000 has been made. The other in the village of Bath-on-the-Hudson, which comprises Union Free School District No. 6, of the town of North Greenbush. This is also to be a fine building, for which an appropriation of \$25,000 has been made. Too much credit can not be given to the inhabitants of these districts for their untiring effort in so nobly meeting a long felt want for better school facilities.

In the latter district a training class has been organized, to be opened at the commencing of the school year, and I sincerely hope that this school of training for teachers will be well patronized. The training class course includes many important features of the

normal school, and its importance in the system of professional education can not be overestimated.

While commending in general the workings of the uniform examinations, and the changes made by the Department of Public Instruction in the rules and regulations making the term of expiration of all certificates at the end of the school year, and the lengthening of the term of second-grade certificates to three years, I still believe a premium should be placed on good teaching, by allowing certificates of teachers doing first class work to be renewed without re-examination.

RICHMOND COUNTY
JULIA K. WEST, School Commissioner

TOWNS IN DISTRICT	Districts with school- houses in county	Number of official visits made by com- missioner	Teachers employe for legal term	Whole number of children attending school	Aggregate days at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1890
Castleton.	5	24	57	3,427	340,623	\$203,700	\$8,454,119	\$7,443 43	\$59,831 31	7
Middletown.	2	17	33	1,766	240,857	129,000	3,035,273	4,478 68	23,650 74	.....
Northfield.	6	29	38	2,184	288,750	97,550	4,041,883	5,355 50	82,384 38	12
Southfield.	6	17	21	1,309	151,436	55,500	3,280,784	2,885 23	18,375 04	7
Westfield.	7	15	20	1,267	142,908	34,150	1,802,083	3,000 96	10,576 04	9
Total.	29	102	169	9,823	1,164,274	\$519,900	\$20,614,242	\$23,122 90	\$144,767 56	35

Marked improvement has been made in the public schools of this commissioner district during the past year. This is due principally to the following reasons — the removal, through examination, of inefficient teachers and the engagement of competent ones in their places; improved methods of instruction introduced in the schools; greater zeal on the part of the teachers in their work and the deep and lively interest now being taken by the better element of the county in the public schools.

Union Free School No. 2, Middletown, has erected a very large and convenient building, at a cost of \$100,000. It contains 34 class-rooms, a large assembly-room and every modern convenience.

The handsome schoolhouse erected in common school district No. 4, Castleton, at a cost of \$32,000, might be called a model building so complete is it in every particular. Fine schoolhouses have been built at No. 6, Westfield, and Nos. 7 and 8, Northfield, at a cost of \$12,000, \$3,500 and \$2,100. Schoolhouses are being built at Nos. 1, 2 and 7, Westfield, and No. 3, Southfield. At No. 5, Westfield, No. 3, Northfield, and No. 5, Castleton, the schoolhouses

are being doubled in size. These buildings, it is expected, will be ready to be occupied in the fall.

In many of the common school districts it has not been possible to enforce the "Compulsory Education Law," as these districts were not allowed an attendance officer, by reason of the amendment to the law; this will be rectified next year. In the union free schools the law has been more or less complied with. In Union Free School No. 2, Middletown, the law has been successfully enforced, owing to the efficient attendance officer, Mr. James Allen. In all the schools there was a marked improvement after Mr. A. E. Hall's visit last spring.

Credit is due Prof. A. C. McLachlan, Miss Himes, Mrs. Eastman and Dr. William J. Milne for the successful institute held in this district last April.

That the schools of this district have been raised to a higher plane and attained a degree of excellence acknowledged by the community at large is due to the assistance, support and sympathy which the State Department, under its present administration, has never failed to give in every effort made to raise their standard.

ROCKLAND COUNTY

GEORGE A. BLAUVELT, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1898
Mackstown..	9	18	15	844	103,001	\$70,075	\$2,303,035	\$2,169 33	\$9,923 56	12
Haverstraw..	4	12	24	1,329	161,981	43,927	1,901,442	3,143 05	14,609 07	11
Orangetown..	10	11	41	1,913	245,735	80,100	5,477,817	6,178 50	28,416 03	8
Ramapo.....	15	28	31	1,625	185,459	34,600	1,583,811	4,190 20	16,311 41	35
Stony Point..	8	10	17	882	96,352	34,030	1,117,621	2,307 42	7,564 22	3
Total	46	79	128	6,591	790,610	\$233,730	\$12,282,726	\$18,048 50	\$76,818 20	69

I have the honor to transmit herewith my third and last annual report as commissioner of Rockland county. Reviewing the three years during which it has been my pleasure to discharge the duties of commissioner I am gratified to report that the condition of the schools of this county has steadily improved during that period. While the number of children attending school has remained about the same, the aggregate number of days' attendance has increased from 653,067 to 790,619, a total increase of over 20 per cent. The number of duly licensed teachers has increased from

116 to 128, and the value of school property from \$177,155 to \$223,390; 675 volumes of books have been added to the libraries of the various schools.

Several new school buildings have been erected, notably, one at Stony Point, at a cost of about \$15,000; one at Spring Valley, at a cost of \$22,000; one at Pearl River, at a cost of \$3,500, and one at Rockland Lake, at a cost of \$5,000. Many others have received needed repairs in the way of additions to the school buildings, and equipped with new and improved school furniture and apparatus.

Whatever improvements I may be able to report in the condition of our schools I attribute largely, if not wholly, to the present system of uniform examinations, to the Compulsory Education Law and to a growing interest in school work among parents and trustees. As a result of the uniform examination system many incompetent teachers have been retired, a higher grade of scholarship among teachers has been secured, and, as a consequence, our schools have steadily improved.

While beneficial results are already noticed from the enforcement of the Compulsory Education Law, yet they are not wholly satisfactory to me, especially in the small rural schools. With energetic and discreet truant officers appointed by our various town boards, however, I expect to see a much larger percentage of increase in attendance during the coming school year than ever before.

ST. LAWRENCE COUNTY — FIRST DISTRICT

GEORGE G. ROYCE, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1898
Fine	10	14	12	245	32,611	\$6,140	\$523,506	\$1,400 04	\$2,252 12	15
Fowler	14	17	16	498	44,586	6,800	715,283	1,884 12	2,240 10	23
De Kalb	21	25	26	663	66,816	14,000	1,110,836	3,044 45	3,449 71	43
De Peyster ..	10	10	10	176	18,037	4,260	385,002	1,140 34	987 92	28
Gouverneur ..	18	25	41	1,427	100,831	100,595	2,084,557	5,286 27	15,650 77	15
Hammond ..	13	14	15	399	43,608	7,770	702,858	1,760 96	2,680 35	28
Macomb	16	12	16	376	32,233	6,835	453,370	1,906 49	1,677 91	28
Morristown ..	14	5	20	409	56,641	12,145	1,018,053	2,283 84	4,135 23	35
Oswegatchie ..	20	21	23	484	49,888	10,327	2,093,190	2,677 57	3,134 15	19
Pitcairn	8	11	8	271	24,169	3,520	118,962	963 31	967 29	23
Rosette	16	16	11	323	29,070	4,180	313,305	1,297 22	1,134 03	16
Total	154	164	198	5,461	587,991	\$176,640	\$10,319,314	\$23,678 51	\$38,208 18	266

I am pleased to report that during the past year substantial progress has been made in the schools of this district. The better qualified teachers have done better and more conscientious work. The professional spirit is growing. The people are demanding better schools. There is a general awakening. From nearly every district comes a demand that the system of schools be changed.

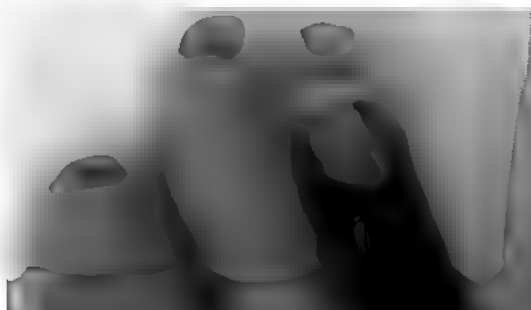
In the last year 164 inspections have been made. Most of the teachers were found doing good work, or at least striving to, and a few who were doing very poor work. Fortunately, these do not intend to remain longer in the work.

Many of the schoolhouses are in a deplorable condition, but they were not condemned, as the township system is confidently expected to become a law, and a new schoolhouse on every corner would obstruct the progress of such a system.

The recent changes in the regulations relating to the granting of certificates are admirable. They are not only advantageous to the teachers and trustees, but to the commissioner, as they will greatly simplify his work.

The institute was a decided success. The institute was conducted by Prof. I. H. Stout, assisted by A. S. Downing, Freeman H. Allen, Mrs. Helen Bartlett, Miss Florence B. Himes. The work was very practical, and nearly all the teachers expressed themselves as benefited by it.

The educators and all interested in schools in this commissioner district are of one mind in regard to the common schools, if they are to be made what they should be for the money expended. They believe we should have fewer and larger schools, and the children by some means transported to and from these schools. The people would much rather educate their children in schools near at home, where they can have their boys and girls under their own care and guidance. They do not feel that the district schools now give their boys and girls the education which, under another system, it would be possible to give them.



ST. LAWRENCE COUNTY — SECOND DISTRICT

CHARLES S. PLANK, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- houses in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1886
Canton	28	21	44	1,328	185,072	\$62,285	\$3,488,908	\$5,162 85	\$13,402 93	49
Clare	4	5	4	75	8,022	1,400	84,002	448 24	451 27	6
Clifton	3	1	4	147	11,454	1,780	584,157	477 68	1,129 00	1
Colton	11	13	4	371	41,894	9,340	440,352	1,679 92	2,918 24	41
Edwards	10	9	10	315	31,801	6,830	407,583	1,288 53	1,863 08	14
Hermon	12	4	15	310	32,830	8,905	457,460	1,738 41	2,333 57	21
Lisbon	33	41	34	700	76,143	15,779	2,061,738	3,916 24	3,431 85	99
Madrid	10	13	13	308	36,979	10,350	747,150	1,567 49	1,633 16	14
Norfolk	15	10	16	422	37,121	10,060	548,791	1,861 68	2,105 31	22
Pierrepont	19	11	19	373	34,814	7,805	614,150	2,157 93	1,972 66	23
Russell	20	18	21	463	43,420	8,295	519,731	2,380 05	3,066 15	24
Waddington	14	19	17	433	46,281	9,846	941,300	2,040 92	2,369 02	26
Total ..	179	165	212	5,245	565,050	\$156,386	\$11,015,292	\$24,711 82	\$36,716 90	339

In submitting my sixth annual report of the condition of the schools of this district. I have several changes of importance to note, in addition to those previously given.

School District No. 32, Lisbon, consisting of an island in the St. Lawrence river, has been annulled, and its territory annexed to an adjoining district. The school districts of the town of Clifton have all been changed, and one new school district organized, with Newton Falls as the school center. A majority of the school districts of the town of Colton have also been altered, caused mainly by the annexation of two non-resident townships—Granshew and Oakham—to the several adjoining districts.

The union schools of Colton, Madrid and Hermon have been recently admitted under the visitation of the Regents. It would be a decided advantage for several of our village school districts to organize as union free school districts.

The graded work in the district schools has been more satisfactory than ever before. About 40 diplomas and several hundred pass cards have been issued. This work tends to greater interest, thoroughness and enthusiasm in the schools, and when carried out by a successful teacher, increases the value of the work measured from either the quality of the work accomplished, or the inspiration given the pupils for a higher and broader education.

The influence of the Compulsory Attendance act has been felt and the aggregated number of days attendance of pupils largely increased. The appointment of town attendance officers will make the law still more effective.

temporary licenses have been called for much less frequently than formerly. The change of the minimum age from 16 to 18 years meets my unqualified approval.

Since my last report, I have visited each one of the more than 250 school-rooms in my district, having an enrollment of upwards of 12,000 pupils. I have remained long enough in each one to judge somewhat of the quality of the work done by the teacher, and to appreciate, to some extent, the many difficulties which must be overcome by the successful teacher.

Reference was made in the last report to the unsatisfactory condition of the records of school district boundaries, as found in the offices of the several town clerks. During the year just closed, the school district boundaries of the town of Jamaica have been carefully looked up, several disputed questions in reference to them have been settled, permanent monuments have been erected at the principal corners, and an accurate description of each district, accompanied by a map, has been filed and recorded in the office of the town clerk of that town. Some work in this direction has been done in the towns of Oyster Bay and Hempstead, and it is my purpose, during the fall and early winter to secure complete descriptions of boundaries of the school districts in these towns.

The graded course of study has been followed in all the schools under my supervision except some of the larger ones, which have been using a course of their own, differing, however, not very much, from the graded course. Now that the latter is under the direct supervision of the Department of Public Instruction, it will be of still greater value, as an incentive to good work, both by teachers and pupils.

A very interesting and profitable institute was held at Freeport during the week commencing September 9th, under the direction of Conductor I. H. Stout, assisted by the Misses Rice and Eggleston.

Several principals' councils were held during the week, which proved very profitable, and gave opportunity for many valuable discussions upon educational matters. More than 200 teachers were in attendance, and although the week was intensely warm, all were enthusiastic in their appreciation of the value of such a gathering. The people of Freeport deserve special praise for the generous treatment accorded by them to the teachers. It was the intention, in holding the institute, so early in the month, that no schools should open until the 16th of September. The trustees of several districts, however, preferred to open on the 3d, and a few schools were in session four days of the week preceding the institute.

An effort has been made, during the past year, to bring the schools and the teachers into closer touch with each other and with the commissioner. To this end, circulars have been sent out, from

time to time, calling attention to certain matters and requiring answers to be returned to this office.

The occurrence of the anniversaries of the birthdays of Washington and Lincoln in the same week in February gave another opportunity to reach all the schools of the district. Early in the month, the following circular letter was sent to each school, with a copy of "The Washington and Lincoln Haversack," containing patriotic songs and selections.

"Dear Fellow Workers.—The occurrence, this month, of the birthday anniversaries of Washington and Lincoln affords you an opportunity for teaching lessons of patriotism and devotion which should not be neglected. Lincoln's birthday, February 12th is now a legal holiday in this State, and your schools will be closed. February 22d, falling on Saturday, this year, will cause no break in your school work. But that these memorial days may be suitably recognized, I would suggest that you set apart Friday afternoon, February 21st, for special Washington and Lincoln exercises, of such a character as, in your good judgment, you may deem proper. In the preparation of such exercises, the pamphlets accompanying this circular may be of some assistance.

"As soon as convenient after the 21st, you will kindly fill out this sheet below, and return it to me, that I may be able to report to the Department just what has been done. Trusting that our efforts to inspire the pupils in our schools to emulate the examples of such men as Lincoln and Washington may not be without good results, I remain,

"Cordially,

(Signed)

"JAMES S. COOLEY,

"School Commissioner."

Returns were received from every district, showing that with scarcely an exception, interesting and instructive exercises were held in every building, exercises that were calculated to inspire patriotism, reverence for the heroes of the past, and inspiration for better living in the present.

In addition to the Arbor Day pamphlet prepared by the Department, a circular letter was sent out to the schools, so that each might report to me on the exercises held in observance of the day.

The report required was returned to me from every one of the 73 schools in the 61 school districts. These reports showed that public exercises were held in 62 buildings; that in eight other buildings, the exercises were private, owing to lack of room to accommodate visitors; that there were satisfactory reasons for the omission of the exercises in the remaining three build-

ings. There were present at these exercises 2,200 visitors, an average of 30 to each building. One hundred and fifty trees were planted, 60 shrubs, and more than 750 vines and plants. These figures show an encouraging increase in the interest taken in these anniversaries, but they indicate but in part the beneficial results of such exercises in awakening a greater interest in the schools, implanting more firmly the lessons of patriotism, giving the children an acquaintance with the best thoughts of the best authors, and, better still, bringing them into closer touch with nature.

For the purpose of a better acquaintance with the Compulsory Education Law, and after consultation with the State Superintendent, a meeting of trustees and boards of education was held at Jamaica, last January. The large hall in the Town Hall building was secured for the purpose, and Assistant Wright was present. The attendance was large, most of the districts being represented, in some cases, by the whole board. The Compulsory Law was explained by Mr. Wright, many questions as to the proper enforcement of the law were answered, and many other points in school law were discussed. So much interest was manifested by those present, and the meeting seemed to be so productive of good results, that the commissioner was directed, by a vote of the meeting, to call another similar meeting the next year.

As to suggestions, I have but two; I think, from the many complaints made, that the law allowing to the district collectors five per cent. commission upon all sums not collected, but returned to the county treasurer, should be changed. Either the commission should be made one per cent., or what might be better, the office of collector should be abolished, and all boards of trustees required to report the amount of money needed in the several districts to the supervisor of the town, so that all the money could be raised in connection with the town, State and county taxes. My other suggestion is this: The graded course of study should be somewhat modified and made to articulate more perfectly with the high school requirements for teachers, and with the requirements for entering the normal schools and training classes.

RENSSELAER COUNTY — FIRST DISTRICT

BYRON F. CLARK, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Berlin	10	14	11	412	33,471	\$4,770	\$437,906	\$1,203 87	\$1,940 35	17
Grafton	9	14	11	283	24,170	4,730	224,370	1,080 67	1,370 75	7
Hoosick	21	83	48	1,488	200,802	81,725	4,518,374	7,180 21	19,924 39	36
Lansingburgh	3	3	56	1,988	280,229	95,600	6,287,870	9,530 64	31,763 57	10
Petersburgh	11	13	12	317	26,210	5,260	423,993	1,409 84	1,550 29	12
Pittstown	17	21	24	779	87,118	23,325	2,671,003	3,028 83	6,515 09	27
Schaghticoke	13	14	18	589	63,212	24,083	1,937,970	2,214 77	5,162 65	4
Total	83	114	178	5,846	715,114	\$239,475	\$16,401,576	\$24,806 95	\$68,227 09	113

The accompanying report shows a decrease in all the footings compared with last year, this is accounted for by the change in this commissioner district; by an act of the Legislature, taking effect 1st of last June, the town of Brunswick was taken from this district and annexed to the second district of the county, and the town of Berlin added to this, which diminishes the report accordingly.

The schools of this district are in general improving. While we find many complaints, on account of the increased requirements and qualifications for teachers, by those who are not interested in the schools, or those taxpayers who care not for the interest and welfare of their community, a large majority of the people realize the advantages derived from the tutorship of a well qualified, exemplary teacher in all communities, and eventually all will be demanding and looking for the very best.

I find the teachers who are taking the most interest in their school work, and showing the best results, are those who have adopted the graded course of study, and they claim it has been a source of interest and a great incentive to the pupils; I think it would be well if it could be made compulsory on all districts not employing a superintendent, and the results would interest patrons as well as encourage the pupils.

Schaghticoke Union School had the misfortune to lose their school building by fire, but have replaced it with a modern structure at an expense of about \$16,000, complete in all requirements, and a model of convenience.

Many improvements in school property have been made, and many harsh criticisms has the commissioner received for insisting

on improvements, but the ideal in common schoolhouse and grounds has not been attained.

RENSSELAER COUNTY — SECOND DISTRICT

LEWIS N. S. MILLER, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- houses in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1908
Brunswick ...	12	11	16	617	69,535	\$18,500	\$2,151 453	\$2,132 83	\$5,796 48	30
E. Greenbush...	6	12	6	212	19,382	0,000	1,183 004	767 08	1,119 55	10
Greenbush...	2	6	25	1,252	154,585	20,000	3,481 365	3,532 88	13,233 41	...
N. Greenbush...	9	17	20	945	110,531	19,175	2,032 300	2,729 04	10,756 71	7
Nassau	15	31	16	497	39,419	9,405	734 130	1,890 87	2,764 05	7
Poestenkill....	7	15	8	321	29,734	4,150	427 870	1,001 52	1,526 37	13
Schoharie.....	14	30	20	773	81,195	17,760	2,805 285	2,561 82	5,570 40	27
Saratoga Lake...	11	21	13	480	46,705	10,005	508,700	1,610 62	3,312 75	4
Stephentown...	14	20	14	319	27,559	5,125	438 152	1,589 06	1,765 82	22
Total ...	90	170	138	5,416	578,655	\$110,230	\$13,765,909	\$17,822 52	\$46,175 32	120

In submitting my twelfth annual report to the Department of Public Instruction, I find but little to add to those already submitted. I believe, however, I am justified in saying that during the past year, as great, or greater advancement has been made than in any previous year. I believe all interested in the welfare of the schools are becoming more so each year; especially is this true of the trustees, and I believe also the taxpayers are becoming more liberal in their appropriations for school purposes.

Two new buildings are under construction in this district. One at East Albany, which comprises District No. 2, of the town of Greenbush, for which an appropriation of \$40,000 has been made. The other in the village of Bath-on-the-Hudson, which comprises Union Free School District No. 6, of the town of North Greenbush. This is also to be a fine building, for which an appropriation of \$25,000 has been made. Too much credit can not be given to the inhabitants of these districts for their untiring effort in so nobly meeting a long felt want for better school facilities.

In the latter district a training class has been organized, to be opened at the commencing of the school year, and I sincerely hope that this school of training for teachers will be well patronized. The training class course includes many important features of the

normal school, and its importance in the system of professional education can not be overestimated.

While commending in general the workings of the uniform examinations, and the changes made by the Department of Public Instruction in the rules and regulations making the term of expiration of all certificates at the end of the school year, and the lengthening of the term of second-grade certificates to three years, I still believe a premium should be placed on good teaching, by allowing certificates of teachers doing first class work to be renewed without re-examination.

RICHMOND COUNTY
JULIA K. WEST, School Commissioner

TOWNS IN DISTRICT	Districts with school house in county	Number of official votes made by com- missioner	Teachers employe for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Castleton	5	24	57	3 427	340,023	\$203 700	\$8,454 119	\$7,443 43	\$39,831 81	7
Middletown	2	17	33	1,766	240,567	129,000	3,031,278	4,478 66	23,650 74	...
Northfield	9	29	38	2,164	288,750	97,550	4,041,983	5,355 50	32,334 38	12
Southfield	6	17	21	1,309	151,436	55,500	3,280,784	2,835 23	18,375 04	7
Westfield	7	15	20	1,257	142,908	34,150	1,802 083	3,009 86	10,576 04	9
Total..	29	102	109	9,923	1,164,274	\$519,900	\$20,614 242	\$23,122 90	\$144,787 56	35

Marked improvement has been made in the public schools of this commissioner district during the past year. This is due principally to the following reasons—the removal, through examination, of inefficient teachers and the engagement of competent ones in their places; improved methods of instruction introduced in the schools; greater zeal on the part of the teachers in their work and the deep and lively interest now being taken by the better element of the county in the public schools.

Union Free School No. 2, Middletown, has erected a very large and convenient building, at a cost of \$100,000. It contains 34 class-rooms, a large assembly-room and every modern convenience.

The handsome schoolhouse erected in common school district No. 4, Castleton, at a cost of \$32,000, might be called a model building so complete is it in every particular. Fine schoolhouses have been built at No. 6, Westfield, and Nos. 7 and 8, Northfield, at a cost of \$12,000, \$3,500 and \$2,100. Schoolhouses are being built at Nos. 1, 2 and 7, Westfield, and No. 3, Southfield. At No. 5, Westfield, No. 3, Northfield, and No. 5, Castleton, the schoolhouses

are being doubled in size. These buildings, it is expected, will be ready to be occupied in the fall.

In many of the common school districts it has not been possible to enforce the "Compulsory Education Law," as these districts were not allowed an attendance officer, by reason of the amendment to the law; this will be rectified next year. In the union free schools the law has been more or less complied with. In Union Free School No. 2, Middletown, the law has been successfully enforced, owing to the efficient attendance officer, Mr. James Allen. In all the schools there was a marked improvement after Mr. A. E. Hall's visit last spring.

Credit is due Prof. A. C. McLachlan, Miss Himes, Mrs. Eastman and Dr. William J. Milne for the successful institute held in this district last April.

That the schools of this district have been raised to a higher plane and attained a degree of excellence acknowledged by the community at large is due to the assistance, support and sympathy which the State Department, under its present administration, has never failed to give in every effort made to raise their standard.

ROCKLAND COUNTY

GEORGE A. BLAUVELT, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- houses in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1900
Clackstown ..	9	18	15	944	104,003	\$70,675	\$2,363,035	\$2,109 83	\$9,923 56	12
Haverstraw ..	6	12	24	1,329	161,880	45,925	1,901,342	5,143 05	14,609 07	11
Orangetown ..	10	11	41	1,913	241,735	80,106	1,777,817	6,178 50	28,410 05	8
Ramapo	15	28	31	1,023	185,479	34,560	1,583,811	4,100 20	16,311 41	35
Stony Point ..	8	10	17	882	105,362	54,970	1,117,621	2,367 42	7,564 22	3
Total	48	79	124	6,591	700,619	\$229,190	\$12,283,726	\$18,048 50	\$76,818 29	69

I have the honor to transmit herewith my third and last annual report as commissioner of Rockland county. Reviewing the three years during which it has been my pleasure to discharge the duties of commissioner I am gratified to report that the condition of the schools of this county has steadily improved during that period. While the number of children attending school has remained about the same, the aggregate number of days' attendance has increased from 653,067 to 790,619, a total increase of over 20 per cent. The number of duly licensed teachers has increased from

116 to 128, and the value of school property from \$177,155 to \$223,390; 675 volumes of books have been added to the libraries of the various schools.

Several new school buildings have been erected, notably, one at Stony Point, at a cost of about \$15,000; one at Spring Valley, at a cost of \$22,000; one at Pearl River, at a cost of \$3,500, and one at Rockland Lake, at a cost of \$5,000. Many others have received needed repairs in the way of additions to the school buildings, and equipped with new and improved school furniture and apparatus.

Whatever improvements I may be able to report in the condition of our schools I attribute largely, if not wholly, to the present system of uniform examinations, to the Compulsory Education Law and to a growing interest in school work among parents and trustees. As a result of the uniform examination system many incompetent teachers have been retired, a higher grade of scholarship among teachers has been secured, and, as a consequence, our schools have steadily improved.

While beneficial results are already noticed from the enforcement of the Compulsory Education Law, yet they are not wholly satisfactory to me, especially in the small rural schools. With energetic and discreet truant officers appointed by our various town boards, however, I expect to see a much larger percentage of increase in attendance during the coming school year than ever before.

ST. LAWRENCE COUNTY — FIRST DISTRICT

GEORGE G. ROYCE, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official votes made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Fine	10	14	12	345	32,671	\$8,140	\$523,588	\$1,400 04	\$2,252 12	15
Fowler	14	17	14	438	44,586	8,890	715,283	1,834 12	2,240 10	33
De Kalb	21	25	28	663	66,816	14,000	1,110,836	3,044 45	3,449 71	42
De Peyster	10	10	10	156	18,047	4,260	585,092	1,149 34	987 92	28
Gouverneur	18	25	41	1,427	180,331	100,595	2,684,557	5,296 27	15,650 77	15
Hammond	13	14	15	390	41,606	7,770	702,958	1,760 96	2,690 35	23
Macomb	18	12	16	374	32,233	6,835	458,570	1,906 49	1,577 91	38
Morristown	16	5	20	499	56,641	12,125	1,018,053	2,293 84	4,183 23	35
Oswegatchie	26	21	23	484	49,889	10,323	2,063,190	2,677 57	3,134 15	19
Pittsford	8	11	8	271	24,169	3,520	118,963	953 31	967 29	22
Rensselaire	10	10	11	323	29,070	4,180	313,305	1,297 22	1,134 63	16
Total	154	184	198	5,461	587,991	\$176,640	\$10,319,314	\$23,673 51	\$38,208 18	205

I am pleased to report that during the past year substantial progress has been made in the schools of this district. The better qualified teachers have done better and more conscientious work. The professional spirit is growing. The people are demanding better schools. There is a general awakening. From nearly every district comes a demand that the system of schools be changed.

In the last year 164 inspections have been made. Most of the teachers were found doing good work, or at least striving to, and a few who were doing very poor work. Fortunately, these do not intend to remain longer in the work.

Many of the schoolhouses are in a deplorable condition, but they were not condemned, as the township system is confidently expected to become a law, and a new schoolhouse on every corner would obstruct the progress of such a system.

The recent changes in the regulations relating to the granting of certificates are admirable. They are not only advantageous to the teachers and trustees, but to the commissioner, as they will greatly simplify his work.

The institute was a decided success. The institute was conducted by Prof. I. H. Stout, assisted by A. S. Downing, Freeman H. Allen, Mrs. Helen Bartlett, Miss Florence B. Himes. The work was very practical, and nearly all the teachers expressed themselves as benefited by it.

The educators and all interested in schools in this commissioner district are of one mind in regard to the common schools, if they are to be made what they should be for the money expended. They believe we should have fewer and larger schools, and the children by some means transported to and from these schools. The people would much rather educate their children in schools near at home, where they can have their boys and girls under their own care and guidance. They do not feel that the district schools now give their boys and girls the education which, under another system, it would be possible to give them.

ST. LAWRENCE COUNTY — SECOND DISTRICT

CHARLES S. PLANK, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- houses in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1886
Canton	28	21	44	1,328	165,973	\$62,265	\$3,488,969	\$5,163 85	\$13,402 93	49
Clare	4	5	4	75	9,922	1,480	64,002	446 24	451 27	6
Clifton	3	1	4	147	11,474	1,780	684,157	477 66	1,129 00	1
Colton	11	13	4	371	41,894	5,340	440,352	1,079 92	2,918 24	41
Edwards	16	9	10	315	31,801	6,390	407,583	1,268 53	1,863 08	14
Hermon	12	4	15	310	32,828	8,945	457,480	1,738 41	2,331 57	21
Lisbon	33	41	34	700	70,143	15,770	2,081,738	3,910 24	3,431 85	90
Madrid	80	13	13	308	36,979	10,350	787,159	1,567 49	1,653 16	14
Norfolk	15	10	16	422	37,121	10,090	548,791	1,861 68	2,165 31	23
Pierrepont	19	11	19	373	34,834	7,695	614,150	2,177 03	1,972 66	23
Russell	20	18	21	403	43,420	8,265	519,731	2,380 05	3,080 15	34
Waddington	14	19	17	433	46,281	9,846	941,200	2,040 92	2,380 62	26
Total	179	165	212	5,245	505,650	\$150,388	\$11,015,292	\$24,711 92	\$36,716 90	339

In submitting my sixth annual report of the condition of the schools of this district, I have several changes of importance to note, in addition to those previously given.

School District No. 32, Lisbon, consisting of an island in the St. Lawrence river, has been annulled, and its territory annexed to an adjoining district. The school districts of the town of Clifton have all been changed, and one new school district organized, with Newton Falls as the school center. A majority of the school districts of the town of Colton have also been altered, caused mainly by the annexation of two non-resident townships—Granshew and Oakham—to the several adjoining districts.

The union schools of Colton, Madrid and Hermon have been recently admitted under the visitation of the Regents. It would be a decided advantage for several of our village school districts to organize as union free school districts.

The graded work in the district schools has been more satisfactory than ever before. About 40 diplomas and several hundred pass cards have been issued. This work tends to greater interest, thoroughness and enthusiasm in the schools, and when carried out by a successful teacher, increases the value of the work measured from either the quality of the work accomplished, or the inspiration given the pupils for a higher and broader education.

The influence of the Compulsory Attendance act has been felt and the aggregate number of days attendance of pupils largely increased. The appointment of town attendance officers will make the law still more effective.

The Teachers' Institute held at Canton, in May last, and ably conducted by Prof. McLachlan, proved very interesting and helpful. The conductor was assisted by Supervisor Downing, Miss Rice, Professors Allen, Shaver, Bardwell, Fisher, Hall and Corey. The work was of an unusually high order and of great practical value to the teachers.

Our last Teachers' Association convened at Madrid in February last, during one of the snow blockades. A good representation of teachers were present and many points of interest discussed.

The graded course of study, providing for a more systematic plan of work, has been introduced and maintained by the teachers of the district, heartily co-operating in the name of progress.

A Teachers' District Association, organized several years since, has been helpful in providing a mutual improvement society, and has promoted professional spirit. These gatherings also tend to awaken the interest of the people in school work and the welfare of the educational interests intrusted to them.

ST. LAWRENCE COUNTY — THIRD DISTRICT

FREDERICK R. SMITH, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Brasher . . .	20	17	25	785	71,609	\$17,750	\$1,002,927	\$3,174 18	\$3,966 05	53
Hookinton . .	16	0	18	458	42,444	7,750	707,409	2,065 47	2,261 23	33
Lawrence . . .	12	11	18	540	52,473	14,465	756,657	1,069 91	2,684 40	31
Loufayette . .	15	7	16	366	31,905	6,000	601,194	1,861 13	1,495 70	30
Massena	18	13	22	834	95,325	22,800	1,192,453	2,650 12	5,277 79	25
Parishville . .	17	19	19	471	44,324	7,537	547,128	2,205 06	2,914 38	35
Potadom . . .	32	22	48	1,864	206,077	55,085	4,809,146	6,174 87	14,793 38	97
Stockholm . .	26	26	26	506	40,072	12,097	960,915	3,013 33	2,755 81	62
Total	154	102	190	5,884	592,197	\$144,604	\$10,800,429	\$23,074 07	\$44,061 00	360

I take up the task of making my ninth annual report, as commissioner of the third district of St. Lawrence county, with varied feelings. It will be a pleasure for me to look back upon these years when I remember the many and warm friends gained, the uniform kindness, courtesy and assistance which has been given me by patrons of the schools, teachers, school officers, and officials of the State Department. With regret I shall remember that nine of the best years of my life have been spent in an

unsuccessful attempt to do the work of this great district, that I have had to leave undone many things that should have been done.

The population of the district has remained about the same during my term of office, the decrease in the country districts being made up by an increase in the villages. Nine years ago there were 5,928 children in the district who attended school some portion of the year. This year there were 5,884, a slight decrease, while the whole number of days' attendance has increased from 510,726 in 1887 to 592,179 in 1896. During this time the number of licensed teachers employed has increased from 182 to 190, the number of normal graduates teaching from 23 to 68. Teachers' wages have increased from \$33,561.39 to \$45,830.50, the entire amount expended for school purposes in the district from \$54,089.69 to \$67,659.32, and the value of schoolhouses and sites from \$1,119.91 to \$1,446.04.

The past year has shown a continuation of the steady growth of the past nine years. Good progress has been made in grading the rural schools. Teachers are advancing in a knowledge of both subject-matter and methods, are growing better informed on every-day topics and developing a good degree of professional spirit.

SARATOGA COUNTY — FIRST DISTRICT

GEORGE H. WEST, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Ballston	11	4	11	618	11,123	\$5,716	\$678,823	.....	\$2,659 67	7
Charlton	0	3	9	202	16,770	5,775	609,045	.....	1,304 25	9
Clifton Park . . .	14	5	14	436	39,757	8,775	1,727,709	.....	2,843 44	14
Galway	14	9	15	304	33,882	6,430	439,358	.....	2,445 87	21
Helfmoor	11	13	25	1,184	142,988	40,640	2,514,150	.....	10,220 54	11
Malta	8	3	8	323	18,384	3,990	743,644	.....	1,409 65	2
Milton	13	11	31	1,420	181,273	23,900	2,417,997	.....	12,308 45	14
Prudence	7	1	3	142	11,969	1,405	63,548	.....	951 24	23
Stillwater	11	9	17	535	54,720	20,005	1,532,660	.....	5,106 62	11
Waterford	2	3	23	1,029	147,985	06,700	1,308,804	.....	13,699 00	3
Total	100	51	158	5,003	678,556	\$183,200	\$12,055,892	.....	\$52,438 73	115

In submitting this, my sixth annual report, to the State Superintendent of Public Instruction, I regret to state that the problem of how to raise the standard of the rural schools to the high plane

they ought to occupy in the great educational system of the Empire State has not been entirely solved; though by comparing their condition of six years ago with the present a very marked advancement is perceptible. This has been brought about by wise legislation and the ceaseless efforts of the Department of Public Instruction. The teachers' institutes are becoming such a power for good that those enrolled not only become better teachers but better men and women as well. Many teachers are also availing themselves of the privileges afforded by the summer schools, teachers' training classes and normal schools, in fact, the majority are beginning to realize the necessity of a professional training for the work. The graded course of study adopted by the common schools of this commissioner district six years ago has proved a success. It has suggested a plan of work to the teacher and the pupils through their eagerness to earn grade certificates and diplomas have had more perfect lessons and been more regular in their attendance. Other advancements might be mentioned and still many more plans might be suggested whereby the rural schools would be improved.

In retiring from the office of school commissioner I wish to congratulate my successor upon the pleasant duties he is about to assume and to thank the Department of Public Instruction, the trustees, the teachers and pupils, all of whom have aided in making the last six years the pleasantest years of my life.

SARATOGA COUNTY — SECOND DISTRICT

JOHN T. RICE, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Corinth	10	10	19	661	72,647	\$32,415	\$492,771	\$2,168 42	\$9,193 63	46
Day	10	9	10	222	19,245	4,270	57,758	1,117 29	1,352 35	15
Edinburg	11	14	12	281	25,096	5,325	113,200	1,375 12	1,812 54	19
Greenfield	20	24	28	448	38,599	9,745	545,245	2,263 88	8,398 40	34
Hadley	7	10	8	297	22,496	5,170	117,658	945 01	2,178 24	24
Moreau	11	12	17	527	58,963	31,487	746,687	2,103 03	7,355 57	9
Northumberland	10	7	11	278	29,033	5,635	414,759	1,154 82	3,197 38	12
Saratoga	11	11	22	756	92,872	20,555	1,397,382	2,753 49	7,888 77	18
Saratoga Sp'ga.	7	14	60	2,679	356,864	181,980	4,659,855	8,612 61	47,328 31	5
Wilton	10	9	10	228	19,670	4,215	331,787	1,127 28	1,354 45	10
Total	107	129	189	6,317	728,794	\$309,997	\$8,870,192	\$23,621 65	\$85,050 96	193

In submitting my first report to the Department of Public Instruction, I am pleased to state that the work done in the schools of the second commissioner district of this county for the past school year has been very satisfactory.

The Union Free School at Corinth, under the efficient management of Principal A. M. Hollister, A. M., shows a gratifying increase in the number of pupils, and is doing good work; this may in part be credited to the influence of the teachers' training class, which was under the zealous and faithful instruction of Miss Sara E. Hawley, A. B., Pd. B.

The outlook for rural schools is not hopeful. The constant decrease of population in many of the rural districts is the greatest difficulty to be contended with in maintaining good schools. The inhabitants of a district, who each year see their numbers growing smaller, and a higher tax rate set against a lower assessment, realize that a mighty effort must be put forth to meet the circumstances.

I believe the adoption of the township system, with aid for the transportation of pupils living more remote, would relieve the rural districts of many of their present burdens. I have annulled District No. 10, town of Day, and annexed it to adjoining districts. Many districts have been to considerable expense in repairing, painting and reseating their buildings.

The commissioners uniform course of study has been of great advantage to many schools.

There is a Teachers' Association in the county, and two successful meetings were held during the year. In January the people of Waterford entertained the association most royally, and we were entertained equally as well by the people of South Glens Falls in June.

I would respectfully suggest that examinations in March and August for first-grade subjects, be held three days instead of two; the time given now is not long enough for candidates to do the work satisfactorily.

Arbor Day was generally observed. Returns were received from about two-thirds of the schools, some not being in session at the time. One hundred and ninety-three trees, and many shrubs were planted.

An increased interest is shown in school libraries. I can report too, that each district has complied with the law in procuring an American flag.

The annual institute was held December 16 to 20, 1895, and was in charge of Conductor Percy I. Bugbee. Miss Anna K. Eggleston had charge of the primary work, and Miss Florence B. Himes of the drawing. Their assistants were the following:

Principal E. N. Jones, of Plattsburg Normal, Principal John M. Milne, of Geneseo Normal, Mrs. Mooney and Miss Ida M. Isdell, of Albany Normal College, Superintendent T. R. Kneil and Principal O. B. Kipp, of Saratoga, Principal A. M. Hollister, of Corinth, and Principal O. H. Burritt, of Schuylerville. Our institute was of practical benefit to the teachers, as they gained an inspiration for better work, higher thinking and more earnest living. They voted the graded institute a success. A pleasant feature of the week was the presence and encouraging words of Supervisor A. S. Downing at the closing session. We were honored also by the presence of Superintendent Charles R. Skinner, at the reception tendered the members of the institute by the teachers of Saratoga Springs.

I have arranged for a meeting of town officials, school trustees and compulsory attendance officers, at Schuylerville, on Saturday, October 17th, "Saratoga Day." I expect some State officials and others to be present, to explain to them recent school legislation.

SCHENECTADY COUNTY

JOHN H. VEEDER, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- houses in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Duanesburgh	22	36	24	573	59,612	\$12,130	\$1,270,158	\$2,827 24	\$4,230 68	74
Glenville	14	24	16	478	44,727	10,910	1,765,757	1,851 61	5,132 95	10
Niskayuna	4	8	4	130	16,800	3,125	445,929	558 90	1,158 40	6
Princetown	7	13	7	173	14,773	3,150	409,538	913 42	1,420 69	1
Rotterdam	13	29	23	1,043	94,199	22,650	1,862,091	2,942 70	9,229 31	62
Total	60	114	74	2,447	228,873	\$58,015	\$5,753,471	\$8,994 07	\$21,172 23	153

This commissioner district is progressive. One modern school-house has been added this year to our number of good buildings; more are needed but our rural schools are suffering from the financial depression.

My report will show that the Compulsory Attendance Law has been almost inoperative. I am sure next year will show better results, and think the new amendments will meet the requirements. The enforcement of the present temperance narcotic law has been

looked upon by teachers, trustees and people as an encroachment upon their personal liberty. It has injured the work of the school-rooms, as teachers and scholars, teach and study only to comply with the law. When I ask for or suggest an improvement, I am met by the reply that they are complying with the physiology law and I must ask nothing more. The extension of certificates is a move in the right direction.

The graded course of study is gaining prestige in my district. I find it difficult to keep proper data as to certificates and diplomas granted and suggest that a record book for commissioners would greatly simplify the work.

My district has 74 teachers and I inspect the schools frequently. I find the variety of text-books the most serious impediment to proper work. Some one should have power to make a proper selection and enforce it. The additional studies now required will not admit of a variety of text-books or permit a teacher to grade the school.

I think supervision an important factor in progressive education. A school commissioner should be a person of good habits and untarnished reputation; should possess good judgment; be a practical business person and well educated. I think, however, that a first grade examination is an unfair test. A special examination embracing business methods and general intelligence would be preferable to a technical one on drawing, physics, etc. I am sure the people of the district are good judges and, if a separate ballot was provided and the office divorced from politics, the people would have more capable superintendents. The present system is used to pay political debts at the expense of the schools.

The action taken by the Department on libraries must be commended by all. Our schools are taking a genuine interest in libraries and I have worked hard to assist them.

My district is in great need of a training class. Teachers, failing in the examinations, often return to the grammar school for preparation.

I recommend greater leniency in the examinations, especially drawing. This year we had no variety of teachers to select from, good schools had to employ third grade teachers.

SCHOHARIE COUNTY — FIRST DISTRICT

JAMES K. ALVERSON, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Rlenheim.....	11	20	11	233	19,052	\$2,955	\$358,521	\$1,239 06	\$1,023 89	4
Broome.....	17	29	17	284	22,934	4,445	541,365	1,864 72	1,602 81	14
Conesville.....	12	24	12	330	17,535	3,545	283,185	1,323 62	1,047 87	20
Esperance.....	7	14	9	336	35,874	13,950	404,769	1,275 73	2,841 76	23
Gilboa.....	16	31	17	395	33,924	6,090	568,275	1,932 65	1,520 64	25
Middleburgh.....	12	25	18	641	67,327	23,655	1,258,695	2,267 24	6,383 78	47
Schoharie.....	10	20	15	527	54,830	18,175	1,169,655	1,950 68	3,458 91	8
Wright.....	10	19	11	278	24,959	5,400	505,525	1,305 25	1,482 06	31
Total.....	95	182	110	2,984	276,335	\$78,615	\$5,117,890	\$13,167 96	\$19,361 22	153

In submitting my annual report it gives me very great pleasure to mention the earnest work of the teachers and the interest manifested by the pupils.

In regard to the improvement of school buildings very little work has been done owing to the hard times.

The whole number of children attending school during the past school year was 2,984, a decrease of 83 from last year's report; also 14,273 days less attendance. In my official work I have made 182 visits, dissolved two school districts, held seven examinations, which resulted as follows: Of the 204 different candidates two passed for a first grade; 57 for a second grade; 31 for a third grade, and 114 failed to obtain certificates.

In making my last report I wish to thank the Department for the many favors which it has granted me and my teachers.

SCHOHARIE COUNTY — SECOND DISTRICT

R. E. STERNBERG, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Carlisle	9	18	9	295	27 679	\$6,025	\$793,460	\$1,005 60	\$1,509 98	28
Cobleskill . . .	9	19	21	713	90,621	32,475	1,734,480	2,652 45	5,083 86	22
Fulton	16	32	19	533	44,123	6,795	734,345	2,332 05	2,113 63	34
Jefferson	13	26	14	300	24,259	5,705	540,852	1,597 30	1,808 08	20
Richmondville .	12	24	13	499	39,625	7,425	852,730	1,577 58	2,726 95	15
Seward	11	22	12	265	24,920	6,200	610,170	1,424 10	1,623 03	35
Sharon	14	27	17	392	41,001	13,580	1,220,927	1,899 98	4,603 27	34
Summit	14	28	14	306	29,988	6,410	653,825	1,711 29	2,052 64	19
Total	98	196	119	3,222	332,220	\$44,615	\$7,158,789	\$14,211 07	\$22,691 64	217

The general excellence of the schools of this commissioner district has been advanced during the past year. This is shown by the results of the graded course examinations. I have made 198 inspections and found both teachers and pupils imbued with a spirit of earnestness and a determination to succeed.

I have secured the adoption of uniform text-books in physiology in this commissioner district. At the last annual school meeting 18 districts passed resolutions making the adoption legal. At my next institute steps will be taken to secure the legal adoption of other text-books.

During the past school year I have held seven examinations at which 136 different candidates have been examined. Of this number four passed for first grade certificates, 41 passed for second grade certificates, and 34 passed for third grade certificates. The total number of teachers in this commissioner district holding Normal school diplomas, State certificates and college graduates' certificates, July 31, 1896, was 12.

SCHUYLER COUNTY

J. L. BUCK, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1909
Catharine	12	24	13	304	26,204	\$6,900	\$457,438	\$1,528 36	\$1,658 74	18
Cayuta	4	6	4	93	8,511	1,550	219,546	483 12	627 10	15
Dix	14	42	25	712	90,327	24,760	1,679,954	3,053 41	6,605 23	30
Hector	34	75	30	952	85,656	20,325	2,220,560	4,736 08	6,448 61	42
Montour	6	14	9	269	33,048	8,400	590,262	1,168 30	2,015 06	5
Orange	16	30	17	320	24,634	5,750	278,345	1,904 20	1,616 18	30
Reading	7	15	7	181	16,993	3,300	513,712	\$22 28	1,011 84	11
Tyrone	14	28	17	359	36,820	7,675	564,003	1,873 94	2,306 84	20
Total	107	234	131	3,189	339,213	\$78,660	\$4,542,920	\$15,669 69	\$22,288 50	180

During the past year I have held seven regular and two teachers' training class examinations; 222 different candidates have been examined, who registered an aggregate attendance of 469. Eleven first grade, 52 second grade, 34 third grade, and nine training class certificates have been issued, and 237 official visits to the schools of the county have been made.

The recent change of law in regard to school age has lessened the number of pupils drawing public money. This change will materially affect the amount of public money in some of our districts, notably union free and graded schools, as a large per cent. of the pupils in the higher grades in these schools are 18 years old or over.

The change in the regulations governing examinations is an important one. Teachers are slow to avail themselves of the advantages offered them by the Department, and many of them do not attend the examinations until it is time to secure a school. At the present time, 10 per cent. of the schools in this county are taken by teachers who have no license, but who hope that a favorable report from the last examination will entitle them to one.

The amendment to the school law allowing trustees in a district adjoining a union school district to contract with the board of education of said union free school, whereby the pupils of such district may be taught in the union school, will enable certain districts to provide better instruction for their pupils than is now offered, but the benefits derived from this amendment would be more general if it were still further amended so that the same privileges now extended to those outlying districts were extended

to those adjoining a graded school district when two or more teachers are employed.

Our teachers' institute held in Watkins, December 21 to 24, gave general satisfaction. Henry R. Sanford, A. M., Ph.D., conducted it in the able manner which always characterizes his work. His illustrated lecture on "Mexico" received the hearty approval of all who were present. Among others who deserve mention for the good work done are Dr. Cheney, Miss Alger and Mrs. Eastman of Cortland; Prof. Scribner, of Trumansburg; Miss Lilian Sprague, of Cook Academy, and Prof. Grider of Canajoharie. Prof. Grider's plain and practical way of presenting the subject of drawing was a source of comment among the teachers.

SENECA COUNTY

FRANCIS S. GODFREY, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- houses in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Covert	12	24	14	310	23,050	\$7,475	\$1,062,032	\$1,004 09	\$2,878 54	10
Fayette	16	34	18	532	52,065	10,871	2,000,800	2,181 87	2,935 00	23
Junius	7	15	7	225	18,886	4,505	701,303	843 06	1,152 87	12
Lodi	8	16	10	354	34,047	5,900	1,045,581	1,222 48	1,066 94	19
Ovid	9	19	13	477	57,304	19,775	1,682,012	1,703 22	3,083 91	25
Romulus	9	18	11	430	43,235	7,050	1,267,462	1,887 23	2,288 53	17
Seneca Falls	7	19	20	1,050	147,557	52,950	4,276,752	4,810 49	13,787 56	8
Tyre	7	15	7	226	17,580	4,673	550,366	823 99	914 33	2
Varick	11	24	11	292	24,183	7,075	1,085,462	1,272 47	1,430 27	11
Waterloo	8	17	24	691	119,024	33,810	2,426,105	3,159 20	8,709 88	11
Total	94	201	144	4,796	547,110	\$100,000	\$18,072,175	\$19,088 70	\$39,743 83	147

The educational interests of this county appear to be keeping pace with the progressive spirit of the day. We are wont to report great progress each year, but candid commissioners will admit that real healthful progress is of comparatively slow growth. Each year brings 25 per cent. of inexperienced teachers to the rural schools, and similar conditions exist from year to year. Until the tenure of employment is more secure or much greater numbers of specially trained teachers are available the rural school can not advance rapidly.

In the town of Waterloo, School District No. 2, has been consolidated with Union Free School District No. 1, and District No. 9, changed to No. 2.

Our institute was conducted by Percy I. Bugbee, assisted by Supervisor Downing, Dr. Cassety, of Buffalo Normal; Prof. Banta, of Cortland Normal; Miss Rice and Miss Eggleston. All were new instructors in our county except Miss Rice. The interest was fully maintained throughout the week, and this institute has gone on record as one of the best ever held in this county.

Raising the minimum age of a teacher to 18 years, and the standing to 75 per cent. for third grade certificates, is a step in advance. The indications are that there will be barely enough teachers in this commissioner district to supply the schools for the coming year.

STEUBEN COUNTY — FIRST DISTRICT

E. C. SMITH, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Avoca	11	14	14	478	57,570	\$14,778	\$1,261,737	\$1,854 73	\$3,615 14	17
Bath	25	26	44	1,752	172,811	57,465	4,488,485	5,474 42	9,808 25	51
Bradford	5	6	8	176	18,722	3,875	208,544	724 08	807 23	14
Campbell	9	9	12	310	31,002	6,296	673,121	1,410 76	2,478 34	13
Coblescon	12	13	21	714	81,857	22,670	806,026	2,580 86	6,209 18	17
Prairieburg	15	17	21	503	53,908	17,080	938,686	2,449 73	3,661 22	35
Pulteney	11	14	14	321	32,341	11,565	775,720	1,611 61	2,146 13	17
Urbana	12	16	18	605	63,065	22,420	1,077,409	2,136 01	4,541 23	21
Wayland	11	13	15	460	41,208	9,480	877,023	1,857 56	3,227 19	23
Wayne	5	6	5	181	17,037	3,565	280,000	573 60	664 47	4
Wheeler	13	11	13	342	29,363	7,270	608,491	1,433 14	1,856 56	29
Total..	129	147	185	5,704	607,690	\$175,930	\$12,667,238	\$21,806 59	\$39,274 94	261

The schools of this district are all in good condition and are having an era of prosperity. Trustees and all other school officials seem to be working together for educational advancement. Most of the teachers are imbued with the professional spirit, and I predict a very bright future for our schools. I am in hearty accord with the recent regulations of the Department, and believe they will help to make the schools even more efficient than they now are.

The act of the last Legislature, providing for township truant officers, will, without doubt, make the compulsory law more effective in the rural districts.

A graded institute was held for this district at Bath, January 6 to 10, 1896. The Department was very courteous and gave us

all the assistance asked for. It was pronounced a great success by all attending. A great amount of credit is due Prof. I. H. Stout, the conductor, who so ably planned and conducted it.

STEBEN COUNTY—SECOND DISTRICT

CHARLES J. STARNER, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Addison	5	9	17	712	93,221	\$34,000	\$781,149	\$2,137 81	\$7,583 24	6
Cameron	13		14	337	30,580	5,525	464,839	1,895 76	1,780 13	21
Caton	12	10	12	357	31,097	6,463	442,870	1,392 41	1,687 75	36
Corning	16	20	54	2,596	350,781	14,819	4,248,730	7,896 36	26,329 58	13
Erwin	7	9	11	415	45,687	14,300	931,026	1,448 79	3,370 66	7
Hornby	12	2	12	282	19,799	5,496	314,823	1,318 19	1,329 69	16
Lindley	16	18	13	394	30,262	6,230	461,665	1,499 64	2,000 72	13
Rathbone	12	2	13	374	27,455	5,325	348,794	1,469 87	1,684 26	11
Thurston	11		11	296	23,055	4,750	443,096	1,256 25	1,537 28	41
Tuscarora	11	9	12	327	28,539	5,140	432,539	1,387 88	1,412 23	17
Woodhull	16	10	18	481	48,662	9,400	582,171	2,083 83	2,948 52	30
Total	125	89	167	6,523	729,113	\$111,440	\$9,392,452	\$23,531 28	\$51,443 92	206

The schools in this commissioner district are, as a rule, in good condition. Teachers are becoming more progressive from year to year. Patrons of the schools take greater interest in educational matters than ever before, and trustees seem more anxious to secure experienced and successful teachers.

The Compulsory Education Law is proving a success, generally. There is an increase of 20,486 aggregate days' attendance over the statistics of last year. This law is welcomed by both patrons and teachers, and there is very little opposition to its enforcement. I believe it will do more for the schools than its most ardent friends claimed.

The uniformity of text-books inaugurated by the teachers of this district has proved very beneficial. At least three-fourths of the schools now have them in use and they will be generally purchased by the others as new books are required.

A very successful institute was conducted in this district in December, 1895, by Conductor Percy I. Bugbee and his able assistants. The institute was considered one of the best ever held in the district. The work given was practical and in every way helpful to teachers.

The graded course of study has been adopted by nearly all the rural schools, and proves a valuable incentive to teachers and a stimulus to study on the part of pupils.

STEBEN COUNTY — THIRD DISTRICT

CHARLES MARLATT, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1906
Canisteo	13	26	31	774	84,769	\$11,245	\$1,172,968	\$2,447 85	\$5,165 27	23
Danville	14	10	14	336	32,683	5,735	767,395	1,672 18	1,858 76	17
Fremont	10	10	11	271	24,686	4,110	406,618	1,258 03	1,443 27	26
Greenwood	10	17	12	41	3,071	290	169,922	1,410 36	1,685 87	16
Hartsville	8	8	8	140	13,641	3,385	278,800	876 88	834 52	12
Hornellsville	11	18	59	2,479	320,892	99,875	1,087,631	2,828 28	33,106 90	18
Howard	17	19	18	420	38,924	9,210	679,277	2,056 11	2,406 27	50
Jasper	15	29	16	418	30,632	6,510	735,661	1,839 12	1,842 97	27
Trousdale	18	35	20	595	53,878	7,310	474,445	2,410 72	1,981 75	63
West Union	10	20	11	310	23,754	2,815	107,186	1,230 31	1,076 26	34
Total	126	192	190	6,079	671,739	\$155,485	\$10,403,363	\$24,036 62	\$51,281 93	266

In submitting my third annual report of the condition of the schools in this district it affords me pleasure to say that they have shown a marked improvement this year. It is generally believed that only the village schools have the live teachers and advanced methods, but I frequently find as good work being done in the rural schools as is done in the graded schools.

The uniform examinations have made a great improvement in the standing of our teachers.

In Canisteo, last year, the academy was consolidated with the public school system as a union free school. The academy building was thoroughly repaired. I am sure the change will prove most satisfactory and gratifying. The Greenwood union school is now under the Regents, making four Regents' schools in the district.

Some progress has been made during the past year in the way of repairs, and more remains to be done along this line.

Training classes were conducted at Canisteo and Hornellsville and gave valuable instruction to those preparing to teach.

Ten persons have been appointed to normal schools during the year.

SUFFOLK COUNTY — FIRST DISTRICT

CHARLES H. HOWELL, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- houses in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at attendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted 1896
East Hampton.....	4	6	11	438	43,364	\$25,400	\$1,104,830	\$1,331 57	\$5,874 64	9
Riverhead.....	15	23	21	845	97,018	15,865	1,202,397	2,694 60	7,538 77	9
Southold.....	17	28	36	1,480	190,138	51,600	2,547,037	4,682 01	17,062 62	13
Southampton.....	22	27	47	1,837	202,776	73,125	4,690,222	5,758 21	22,549 25	53
Shelter Island.....	1	1	4	228	24,639	8,600	613,250	519 04	2,258 30	2
Total.....	59	80	119	4,828	557,935	\$174,530	\$10,090,236	\$14,986 09	\$55,263 58	81

In my report of three years ago it was shown that 4,402 pupils attended the schools in this commissioner district some portion of the year, under the teaching of 111 teachers, giving an aggregate attendance of 486,157 days; in my present report it is shown that 4,828 pupils attended school some portion of the year under the tuition of 119 teachers and giving an attendance of 572,854 days. The comparison indicates some advancement.

During the year Southampton has made a large addition to its school building. Good Ground and Wading River are building new schoolhouses, each of which, when completed, will be ample to accommodate the pupils of the districts interested.

The total receipts of money for school purposes during the year has been \$80,831.37, of which \$51,413 were paid out for teachers' wages which, considering the times, makes a very fair average of salary paid to teachers, many of whom have been teaching in this commissioner district many years. Nearly all our teachers are employed by the year, which is far better than to have frequent changes.

During the year we have held all the uniform examinations at such points as would best accommodate the teachers, at which 58 candidates have been examined; 3 first grade, 20 second, 15 third grade certificates have been issued. About 50 per cent. of our teachers are either college or normal school graduates. I am glad to report that the teachers of this district do not, as a rule, seem to rest satisfied with present acquirements. Two sessions of the District Teachers' Association were held during the year, one at Riverhead and one at Southampton, at each of which a well arranged program was carried out.

SUFFOLK COUNTY — SECOND DISTRICT

CHARLES FORDHAM, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- houses in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and fixtures	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896 &c
Babylon	7	11	24	1,178	158,925	\$81,250	\$1,147,569	\$3,214 46	\$17,958 88	3
Brookhaven ..	36	41	87	2,805	330,113	82,662	3,326,521	8,754 63	28,341 93	45
Huntington ..	18	20	41	1,679	198,305	49,035	2,214,878	5,023 99	17,437 58	6
Jalip	13	17	46	2,197	285,390	105,585	2,751,969	5,913 42	32,811 80	14
Smithtown ..	7	9	9	351	32,943	14,825	715,201	1,106 86	3,742 94	5
Total ...	81	98	187	8,200	1,004,136	\$333,957	\$10,155,938	\$24,013 86	\$100,293 13	73

We have paid this last year \$10,016 more for teachers' wages, \$458 more for libraries, \$1,588 more for school apparatus, and \$25,000 more for incidental expenses, than we did three years ago. We have also added 1,300 volumes to our libraries this year.

In the three years ending January 1, 1897, there have been finished, or will be finished, 10 new schoolhouses; and fine additions have been or are being made to three others. One school that died in my predecessor's time has been resurrected and has now an attendance of 17. In another place a score of children were found growing up like heathen; a fine schoolhouse has been erected there. In another place a district was found with property valued at some \$80,000 that had escaped taxes for years and years. It was divided between three schools, strengthening all and enabling one to build a fine new schoolhouse.

In proportion to our wealth, we think we have spent more money in schoolhouses than any commissioner district in the Empire State. In class and quality our teachers stand second to none. A large proportion are normals and that proportion is increasing. These are facts of which our people may justly be proud.

SULLIVAN COUNTY — FIRST DISTRICT

JOHN Z. TWICHELL, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Bethel.....	13	13	13	498	42,410	\$6,605	\$407,860	\$1,590 98	\$2,534 67	16
Cochecton.....	9	9	9	281	25,228	4,290	429,470	1,058 44	1,555 13	3
Delaware.....	9	9	11	481	44,731	8,000	359,036	1,434 22	2,892 46	21
Forestburgh.....	6	6	6	126	11,774	1,040	62,062	800 60	1,076 70	3
Highland.....	6	7	7	230	20,795	3,470	173,722	830 62	2,645 52	12
Lumberland.....	6	6	6	212	19,929	8,246	249,618	734 81	2,298 10	5
Mamakating.....	19	19	23	624	70,662	20,470	911,463	2,815 45	4,779 43	18
Thompson.....	19	20	26	605	36,047	22,685	695,894	3,133 34	6,270 72	25
Tusten.....	5	6	6	213	21,459	3,600	229,448	768 82	1,405 68	9
Total.....	91	94	106	3,665	349,986	\$77,896	\$3,518,608	\$12,065 82	\$25,492 41	112

In submitting this report it seems fitting that I express my appreciation both of the courtesies extended to me by the teachers and school officers with whom I work and of the many favors shown me by the Department. I have made 95 official visits during the past school year. I have found the teachers, as a rule, doing earnest, thorough work.

The training class at Monticello, the only one in the county of Sullivan, did very effective work during the past year. Three of the members received training-class certificates, and the other members of the class show marked improvement.

The institute conducted by Prof. Bardwell was a decided success.

SULLIVAN COUNTY — SECOND DISTRICT

M. H. WRIGHT, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Callicoon.....	13	17	14	606	50,747	\$7,725	\$279,030	\$1,788 57	\$3,154 56	33
Fallsburgh.....	17	26	20	803	64,917	9,900	402,080	2,419 48	3,436 22	31
Freemont.....	12	16	14	480	44,842	7,100	431,690	1,851 55	3,559 18	11
Liberty.....	16	26	24	959	92,808	10,021	630,404	3,064 94	5,942 32	21
Neversink.....	16	19	17	527	43,422	6,080	189,123	1,957 59	2,101 45	29
Rockland.....	12	19	19	778	80,137	10,960	252,839	2,459 59	4,435 67	15
Total.....	89	122	106	4,151	385,943	\$519,896	\$2,195,106	\$13,841 72	\$22,629 34	140

I think the people of this district are doing the very best that they can under the new laws and many changes.

Many of the districts of about \$5,000 valuation feel it a great burden to keep up their schools, and yet are so patriotic to their children that they struggle along from year to year hoping for some relief. These weak districts will die hard, if they ever give up, and I think it would be wiser for the State to devise some plan of relief for the cross-road districts, of almost no valuation of property, whereby skilled teachers may be employed to take the places of the third-graders, who now find employment in these schools because they can be had for less wages than a better educated teacher of experience. Furthermore, distance from schools is a factor that dissolving a district can not cancel. These schools should have more public money and less direct tax. The rural schools contain too good material, too much of it, and it is of too pure, honest and ambitious a quality to be practiced upon, I had almost said spoiled, by the unskilled third-grade teacher, who almost always seeks and finds employment in these schools for their first efforts.

Our teachers are well satisfied with the marking of the Department, and are meeting with very fair success at each examination.

Compulsory education needs a little more force back of it in some of the villages.

TIOGA COUNTY.

OSCAR GRANGER, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Barton ..	19	6	42	1,516	199,454	\$52,305	\$1,740,279	\$3,281.77	\$14,564.78	47
Berkshire ..	6	12	8	291	33,748	6,600	380,320	906.78	1,628.88	4
Candor	22	7	27	795	78,575	18,070	1,247,975	3,158.11	2,318.95	27
Nichols	12	4	15	359	39,597	8,235	900,620	1,695.34	2,387.81	16
Newark Valley	13	3	18	481	54,522	17,710	841,267	2,119.77	3,341.54	14
Owego	36	7	46	1,777	210,514	67,846	5,143,358	8,601.85	15,859.23	69
Richford	10	2	12	301	26,085	4,170	350,282	1,348.88	1,687.46	7
Spencer	13	2	18	488	59,539	8,760	708,393	2,152.92	2,531.96	20
Tioga	19	20	21	524	48,778	14,430	1,058,647	2,490.86	3,246.58	27
Total	150	53	227	8,504	748,792	\$199,146	\$13,360,141	\$27,795.78	\$49,568.66	223

The effect of the law relating to compulsory education has been to awaken interest in this important matter, but trustees' reports

do not all furnish information as complete and satisfactory as they should, owing, perhaps, to the reluctance of local authorities to enforce the law. An attendance officer requires qualifications every person does not possess. I believe the placing of this responsibility, as at present, with a town officer, will be productive of better service. It is my intention to furnish attendance officers with the names of children subject to the provisions of this law in their respective towns. Trustees and teachers have been furnished by circular with information of the legal requirements.

Nearly all the trustees in this county report that the law requiring the teaching of physiology and hygiene has been complied with, and all have been advised of the present demands of the law.

The matter of dissolving weak districts and annexing the territory to adjacent districts often brings into prominence the problem of increased distance to be traversed by children to attend school. Considering the condition of country roads in some seasons of the year this might prove to be a difficulty that would prevent compliance with the demands of the law regarding attendance. Such changes should doubtless be made when practicable, but always with circumspection.

The obstacle of distance, found chiefly in the country, conflicts with the proper supervision of rural schools. Occasional visits can supply in a small measure only the degree of efficiency constant oversight will produce.

Library growth, which is the outcome of a desire for reading and the means of obtaining it, is slow and needs stimulating. The teacher is the principal agent in creating a demand for good literature, and should, therefore, possess literary culture and familiarity with standard works suitable for pupils of all the different grades.

Seventeen professional certificates received August 1 by the members of the training classes of Owego and Waverly is evidence of the superior quality of instruction given by the faculties of the academies at those places.

I would suggest that more generous recognition be granted candidates obtaining high standings in teachers' examination. Not less than 90 per cent. being considered, additional exemption in time or in some other manner placing such standings at a premium, would make them more desirable, more eagerly sought for, and candidates would voluntarily raise the standard of qualifications by increased activity in preparation, and consequently their own scholarship, for the purpose of availing themselves of the personal advantage resulting therefrom.

For the purpose of equalizing taxation of property for school purposes, it seems to me that some larger division than that of the school district should be adopted as the unit.

TOMPKINS COUNTY — FIRST DISTRICT
CHARLES VAN METER, School Commissioner

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1895
Danby	16	28	17	280	24,700	\$6,775	\$512,294	\$1,992 85	\$1,530 77	23
Enfield	13	24	13	275	25,337	6,280	518,360	1,492 00	1,684 66	14
Ithaca	9	13	9	181	17,212	5,075	605,323	1,026 38	1,555 00	23
Newfield	20	40	23	451	40,800	10,800	522,822	2,653 18	2,652 02	31
Ulysses	14	26	23	548	58,401	11,000	1,267,212	2,632 10	6,312 35	16
Total	72	131	85	1,745	167,640	\$40,020	\$3,526,011	\$9,796 71	\$14,034 40	106

There has been a steady advance in the grade of the teaching force in this commissioner district for the past few years.

Our Teachers' Association meets twice a year, and I believe that the influence of these meetings is arousing the people to an educational interest they never before knew.

The law authorizing the commissioner to annul a school district or change its boundary without the written consent of the trustee, is a step in the right direction. I have several cases that need treatment along this line, but up to this time I could do nothing as few trustees would take the responsibility of giving his written consent. My successor will have no excuse for non-action in this matter, and should I be my own successor, I can assure you that several needed changes will be made which I believe will add greatly to the educational interests of this commissioner district.

TOMPKINS COUNTY — SECOND DISTRICT
W. E. BROWN, JR., School Commissioner

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1895
Caroline	16	40	20	438	41,141	\$10,130	\$552,106	\$2,297 14	\$2,938 93	20
Dryden	24	57	31	701	83,582	21,550	1,104,378	3,866 16	5,278 44	40
Groton	17	42	28	724	95,092	35,986	1,223,616	3,202 74	7,108 20	19
Lansing	21	46	23	485	45,047	14,530	1,035,176	2,699 36	3,494 03	35
Total	80	185	100	2,438	264,872	\$81,290	\$4,815,276	\$11,865 40	\$18,804 20	104

In the few months since I have assumed the duties of commissioner in this district, few changes have taken place. Owing to the well-directed labors of my predecessor, a majority of the schoolhouses are in good condition, and equipped with modern furniture. I find the schools as a rule doing good work, and the teachers earnestly and intelligently striving to keep in line with educational progress.

The schools to some extent are taking advantage of the assistance offered by the State and are adding yearly to their libraries. In such districts the school library is found to be not only a source of education and culture to the school, but to the entire district. It is evident that it is a profitable and wise policy for districts to expend money in this direction.

While the attendance in the larger schools is satisfactory, the attendance in some of the weaker districts is so small that it would seem advisable to consolidate them with the surrounding districts. In consideration, however, of the wretched condition of the county highways during several months of the year it would be impossible for children to travel long distances to school. Therefore the work of consolidation must be limited in extent. Better roads in this district will help make better schools.

ULSTER COUNTY—FIRST DISTRICT

JOHN J. MORAN, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- houses in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1886
Hurley	9	17	10	463	40,860	\$6,135	\$465,704	\$1,292 43	\$1,950 26	30
Kingsion	3	4	2	117	12,554	1,100	24,742	282 81	624 22	...
Kingsion City ..	5	66	83	4,185	545,729	280,200	12,692,945	12,625 55	56,647 26	20
Saugerties ...	21	55	39	1,890	219,117	33,425	3,937,650	4,971 95	13,241 77	62
Ulster	7	21	10	641	64,761	10,300	771,113	1,332 90	4,817 90	15
Total	44	163	144	7,206	882,021	\$311,150	\$17,912,184	\$19,005 73	\$77,281 41	127

It is my privilege, as well as my pleasure, to present herewith the report of my ninth year in the office of school commissioner. The discipline of the schools throughout the year, with but few exceptions, has been excellent. The teachers generally have labored assiduously for the best interests of those intrusted to their care.

One of the hopeful signs in this commissioner district, for the promotion of education, is the better and more regular attendance at the monthly teachers' meetings. The consideration of educational questions, and of the best methods of instruction, in a friendly way, the realization that much depends upon the method, and the preparation given beforehand to the lessons to be taught the day or week following, in having a daily program for seat work, as well as class work, in a word, having definite aims in teaching and discipline, should lead to a more perfect fulfillment of the great educational work left in our hands. The school years of a child's life are the most important. The first growth of habits and capabilities will affect his future career. It is essential, therefore, to the welfare of every child that he should receive right impressions, and that he be orderly and methodical in acquiring knowledge, as well as in using it.

Since the introduction of a course of study into the schools of this district, in September, 1889, there has been a greater interest in school work, a better and more regular attendance on the part of pupils, and what is most desirable, greater co-operation, respect and gratitude of parents, for the reason that the schools are better and the essentials in education, reading, spelling, writing, arithmetic, language, geography, physiology and hygiene, history of our country, and the duties of citizenship are more thoroughly mastered. While much has been accomplished, much more still remains to be done for the advancement of the schools.

A new addition to school No. 3, in the city of Kingston, was completed and opened for the reception of pupils, Tuesday, April 14, 1896. It is a substantial brick building 69x38 feet, two stories high, and contains six rooms, each about 21x31 feet and 12 feet high. The interior is finished in Georgia pine and quartered oak. The building is well lighted and ventilated. Cloak and hat rooms are conveniently arranged throughout the building. The number of rooms in the old building has been changed from seven to four, which are now 24x34 feet. The entire building is heated by steam, contains 10 rooms and 474 sittings. Total cost of new addition and site \$14,957.12. An addition 24x22 feet was built on school No. 6, South Flatbush, town of Ulster. It is properly heated and the system of ventilation is excellent. Total cost of building, furniture, etc., \$941.37. The Brigham School, in Kingston School District, in the city of Kingston, recently named in honor of President E. M. Brigham, of the Kingston board of education, will be ready for occupancy about January 4, 1897. It is 96x52 feet, two stories in height, with four class rooms on a floor, each 24½x35½ feet in size, and capable of seating 54 pupils.

The contract price for masonry, woodwork, painting, etc., is \$14,305; for plumbing, heating and ventilating, \$1,813.

There are five distinct school districts in the city of Kingston, each under separate management. There is a growing sentiment in favor of consolidation of districts. All the inhabitants of the city would then have equal educational advantages at equal rates. one academy instead of two, manual training, would be established in the upper grades of the grammar schools, and kindergartens would also be established, all would become a part of an efficient system, lower taxes and uniformity of text-books would certainly be secured, and the law in reference to compulsory education would be more generally and more easily enforced.

The institute held in Kingston Free Academy, September 2-6, 1895, was interesting and profitable. Conductor Archibald C. McLachlan won the approbation of all present for the courtesy, consideration and earnestness shown in the performance of his duties.

At the one hundred and twenty-third anniversary of Kingston Free Academy, July 1, 1896, 25 young people were graduated, who reflected credit upon Principal Michael and his efficient corps of assistants.

In the school libraries in this commissioner district there are many good books. Teachers should strive more and more to create in their pupils a taste for good reading. Let the teacher lead the way and a taste for the best in literature will soon infect the whole school.

ULSTER COUNTY—SECOND DISTRICT

MILLARD W. BALDWIN, *School Commissioner*

TOWNS IN DISTRICT	Districts with school-house in county	Number of official visits made by commissioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days attendance during school year	Value of school building and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Esopus...	16	9	20	972	106,201	\$19,245	\$1,447,895	\$2,724.14	\$7,900.80	17
Gardiner...	0	5	10	371	31,590	6,000	545,114	1,152.83	2,745.70	15
Lloyd...	0	5	13	576	55,225	7,856	541,821	1,720.59	4,562.85	9
Marlborough...	0	0	13	668	58,180	19,075	564,653	1,853.98	5,997.36	11
Marbletown...	16	4	18	805	68,847	14,910	689,907	2,153.80	3,051.16	17
New Paltz...	0	2	9	434	45,756	6,075	456,736	1,213.66	1,147.20	9
Plattekill...	0	0	9	332	25,728	7,475	310,274	1,115.45	1,860.42	7
Rosendale...	7	5	17	1,232	119,742	18,500	1,168,653	2,400.38	7,620.36	10
Shawangunk...	10	5	12	538	55,313	8,075	602,129	1,576.44	3,179.48	23
Total	88	60	121	5,032	566,430	\$107,630	\$6,336,652	\$16,115.01	\$38,041.28	118

I can not report great improvement in the condition of the schools in this commissioner district. In former reports I have mentioned

conditions which I believe retard advancement. I would suggest that suitable books and blanks be furnished by the State in which all records shall be kept; that all money for teachers' wages be raised by general tax and not by local tax; that the township system be adopted, and that school commissioners be required to pass an examination prepared by the State Superintendent of Public Instruction.

ULSTER COUNTY — THIRD DISTRICT

CHARLES SITZER, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1898
Dannlog.....	10	9	7	223	18,127	\$3,180	\$63,705	\$1,120 81	\$1,248 13	14
Hardenburgh..	8	4	8	323	10,862	2 080	84 672	1,022 77	1,020 87	17
Olive	18	26	18	615	54,700	7 810	369,006	2,106 75	2,613 55	19
Rochester	16	20	18	790	64,728	11,225	362,165	2,240 52	2,490 26	20
Standaken ..	12	15	16	714	65,058	11,446	521,029	2,069 46	3,616 19	14
Wawarsing....	29	32	49	1,940	209,918	37 280	789,400	6,325 37	15,655 46	40
Woodstock ..	7	8	8	351	11,300	3,905	397,083	1,021 63	1,817 26	4
Total	98	114	124	4,907	462,753	\$70,920	\$2,897,060	\$15,907 34	\$28,965 32	137

This commissioner district contains 103 school districts and employs 127 teachers. At this time there are 66 licensed teachers whose homes are in this district, leaving 57 to be procured from other districts for the work of next year. It is not difficult to account for this deficiency in our teaching force. We have but one school that is properly equipped for preparing young men and women for teaching. Ellenville Academy sends out each year a few persons, graduates, and members of the training class, who are generally well qualified and do good work. The rest of our teaching force has to come from our district schools and from other commissioner districts, the greater number coming from other districts, but a large number coming directly from the district schools, in many instances, without having received any proper instruction in subjects that they expect to teach. It is not strange that the gatherings over which these young persons attempt to preside are schools only in name. Many of this class of schools send candidates for teachers' certificates, and many of these candidates get through the examinations, and by great effort obtain second grade certificates, and teach for years without ever having received any

thorough instruction in any subject, or having even seen a recitation properly conducted. Teachers will be scarce in this district until the better class of village and district schools furnish us with candidates for certificates who have had more thorough instruction in the subjects required for second and third grade certificates.

Our institute was held at West Shokan. It was conducted by Prof. I. H. Stout, A. M., assisted by Miss Rice, State instructor in drawing, and Mrs. Eastman of Cortland Normal School in primary work. The work done was excellent, and those who were present were greatly benefited.

Except in the village of Ellenville, no attempt has been made to enforce the Compulsory Attendance Law.

The inequality of taxation is a matter that should receive the attention of the Legislature. As an example, District No. 12, town of Wawarsing has property assessed at \$1,165. Their rate of taxation for school purposes last year was 6 per cent. The people of the district are poor and their school tax is excessively burdensome. A school at that particular place is an urgent necessity, for if the district were dissolved the children would be deprived of the privileges of a school, there being no other school within several miles, and no place for one. A district in the town of Shandaken paid a rate of but 32 hundredths of 1 per cent., and there are other places in which the rate is about the same. I submit that districts like No. 12, Wawarsing, should receive sufficient aid from the State to enable them to maintain a good school without being taxed to the extent that they are under the present system. Nothing could be more unjust than to ask them to pay a tax of 6 per cent. while others far abler than they are pay but a fraction of 1 per cent. I shall not attempt to point out a remedy for this evil, but I believe that some way can and should be devised to relieve those who can least afford to bear this excessive burden.

I would recommend that first and second grade certificates be made valid in all districts in the State without indorsement, and that each teacher be required to register his or her certificate, of whatever grade, with the commissioner in whose district he or she proposes to teach before opening the term of school.

WARREN COUNTY — FIRST DISTRICT

ROXIE G. TUTTLE, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- houses in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days at attendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1896
Caldwell	6	13	30	285	1,363	\$18,100	\$717,777	\$1,361 52	\$63,196 53	7
Liverne	1	10	12	368	11,844	5,075	167,240	1,476 92	2,116 99	4
Queensbury	12	40	40	2,140	220,622	84,285	5,847,121	8,587 34	26,300 92	26
Total	19	63	72	2,793	289,629	\$108,460	\$6,772,138	\$11,427 78	\$29,704 44	41

Warren county, previous to this year a single commissioner district, has been divided since my last report, leaving but 35 schools in the first district. This change has necessitated a corresponding change in my plans, which have not yet become adjusted to the new order of things. Forty-seven official visits were made in the second district previous to the division, and are, therefore, not reported in above list.

The summer institute, conducted at Glens Falls, was a brilliant success, amply justifying all expenditure it caused. Forty-seven Warren county teachers were in attendance, and 64 from the adjoining counties of Saratoga and Washington. This is one of the agencies by means of which the rural schools are to be aided and improved. I am not sure that it might not profitably supersede the annual institute.

One training class has been conducted in the county, as a result of which five professional certificates have been issued. With the encouragement now given to these classes, there will soon be no necessity for licensing untrained and inexperienced persons to teach in the public schools of this State.

The Compulsory Law has been rigorously enforced in the union school district at Glens Falls, and no doubt the existence of the law has served to increase the attendance elsewhere. Trustees have shown commendable zeal in the use of mild measures, but have seemed unwilling to resort to extreme ones. The amendment providing for the appointment of town attendance officers, who may be paid for their services, should remove the last obstacle in the way of the enforcement of this law.

The graded course of study is in use in all schools not organized under the Regents. There is too great a lack of uniformity in the manner of conducting examinations and marking answer papers,

for certificate or diploma to be a real reward of merit; nevertheless the course of study is a substantial help, and will be more appreciated as teachers become more familiar with it.

The provision whereby pupils of certain common school districts may be instructed in union free schools, must be an aid to weak districts, wherever it is applicable. Here, however, those needing such aid are cut off therefrom by strong intervening districts, or there is no union free school within their reach. The absolute necessity for a township system is becoming so apparent that the measure can not be much longer delayed.

WARREN COUNTY — SECOND DISTRICT

F. W. ALLEN, *School Commissioner*

TOWNS IN DISTRICT	Districts with school houses in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1886
Bolton.....	9	13	10	320	26,610	\$3,975	\$397,280	\$1,388 77	\$1,548 68	9
Chester.....	16	9	19	541	49,878	6,440	311,524	2,295 50	3,543 30	21
Hague.....	6	.....	4	191	16,359	1,825	142,320	730 52	1,205 33	4
Horicon.....	9	7	10	354	27,488	2,990	122,980	1,235 39	1,633 83	15
Johnsburgh..	20	15	16	723	57,687	5,350	368,454	2,508 15	3,710 58	60
Stony Creek..	10	1	10	326	23,860	4,185	104,109	1,297 27	1,871 40	8
Thurman.....	9	3	6	168	13,260	1,480	61,076	893 66	1,047 65	8
Warrensburgh	10	14	16	472	51,457	9,225	381,816	1,906 15	3,925 41	14
Total	89	62	92	3,104	260,707	\$35,220	\$1,889,550	\$12,216 41	\$18,476 18	139

Having entered upon my duties in the middle of the school year, my report must necessarily be brief.

The condition of this district is not satisfactory; there being about twice as many schools as there are resident teachers, and the outlook for the future not bright, as more teachers are dropping out of the service than are earning certificates.

Wherever practicable the consolidation of districts is desirable as a remedy for this condition; but in sparsely inhabited sections it would mean no schooling for many, on account of the distance between home and school.

WASHINGTON COUNTY — FIRST DISTRICT

WM. H. DENNIS, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1895
Argyle	15	6	18	481	41,321	\$9,525	\$1,145,400	\$2,177 00	\$2,437 15	16
Cambridge	13	11	13	350	30,789	7,885	1,244,911	1,526 52	2,204 26	28
Easton	18	21	18	370	51,366	7,980	1,339,103	2,002 40	2,878 82	21
Ft. Edward	9	4	27	1,038	123,513	28,019	2,321,050	3,368 98	11,660 89	5
Greenwich	16	16	28	988	113,082	27,175	2,204,848	3,495 65	7,517 02	26
Jackson	10	5	10	246	20,804	4,750	829,621	1,129 67	1,326 88	13
Salem	17	7	24	502	57,083	41,810	1,566,713	2,821 13	4,638 00	17
White Creek	12	10	21	718	76,427	32,795	155,000	2,739 94	7,816 61	27
Total	110	84	159	4,693	494,385	\$159,930	\$12,001,544	\$19,361 49	\$40,041 82	143

The condition of the schools of this district, in general, is good, and with the exception of some five or six, quite satisfactory. The school building of District No. 9, of the town of Ft. Edward, is to be repaired and enlarged, so as to accommodate three teachers instead of two. This is one of the progressive common school districts of the county, and when the building is completed it will present a very attractive appearance. Some other schoolhouses have already undergone quite thorough repairs.

I am heartily in sympathy with the changes governing the uniform examinations, as well as the changes in the School Laws.

Our common school districts appreciate the change in the Compulsory Law, which gives them a truant officer, and the enforcement of the law will be looked after.

Our last institute, conducted by Prof. P. I. Bugbee, was in every way a success. The teachers were highly appreciative of the work presented by the conductor and the assistants, and have shown good results therefrom.

WASHINGTON COUNTY — SECOND DISTRICT

MYRA L. INGALSBEE, *School Commissioner*

TOWNS IN DISTRICT.	Districts with school- house in county	Number of official visits made by com- missioner.	Teachers employed for legal term.	Whole number of children attending school	Aggregate days' at- tendance during school year.	Value of school build- ings and sites.	Assessed valuation of districts.	Amount of public money received from State.	Amount of money raised by local tax.	Number of trees planted, 1895.
Dresden	10	12	10	170	16,072	\$3,267	\$166,297	\$1,089 89	\$1,198 70	8
Fort Ann	20	29	22	537	50,642	9,775	579,774	2,581 78	3,488 74	23
Granville	19	47	34	1,145	128,985	23,088	1,797,820	4,088 11	9,719 11	21
Hampden	8	7	6	149	12,639	1,780	218,931	681 15	652 70	8
Hartford	13	22	14	274	22,275	5,025	795,785	1,559 30	1,515 00	24
Hebron	17	26	19	390	34,384	5,735	1,006,257	2,135 23	2,394 46	20
Kingbury	18	24	33	1,318	165,660	41,840	3,177,187	4,279 08	12,822 13	30
Putnam	6	3	6	114	10,418	11,450	295,956	650 59	844 54	8
Whitehall	14	19	34	1,341	161,170	25,683	1,406,457	4,333 95	11,114 52	23
Total	121	189	177	5,438	613,196	\$118,096	\$8,540,244	\$21,408 58	\$43,755 50	172

The aggregate attendance in this district under the Compulsory Law has been increased. The question as to the necessity of this law admits of no controversy. Many difficulties in its enforcement are met with in the rural schools. The recent change in the method of enforcing the law meets the hearty approval of school trustees.

Steady progress has been made in the grading of the rural schools. Teachers are conducting the graded system more intelligently and more systematically. Many teachers who failed to appreciate the benefits to be derived from the uniform grading when first introduced are now enthusiastic in its praises. Patrons of the schools are being educated to its value and are demanding teachers who can carry the course on systematically.

Teachers' wages are steadily advancing, and there is an increased demand for a better class of teachers.

More of a professional spirit, more of a progressive purpose, has been exhibited among the teachers of this district during the past year than at any previous time of which the commissioner has knowledge. Classes for first-grade study have been organized in the several towns of the district during the past year; some of said classes conducted by principals, and others by the commissioner.

Good results have been obtained from the training classes. With increased requirements, and a higher standing for second grades, these classes must, of necessity, become the backbone of the rural school teaching force.

A very successful graded institute was held at Whitehall, November 11-15, 1895. The total registration and the per cent. of attendance has steadily increased during the past three years. The institute was under the charge of Prof. I. H. Stout, who was ably assisted by many of our leading educators. The success of the graded institute in Washington county is assured.

About 250 professional visits have been made by the commissioner during the past year. The principal need of the schools seem to be along the line of maps and libraries.

In several districts taxes are so high that the proposition to introduce a library or purchase a map can not be considered — e. g., assessed valuation of district, \$2,800; salary of teacher, \$7 per week; manner of raising money to pay taxes, picking berries. Yet frequently it is these poor districts that make the least complaint regarding taxes, and spend their money most freely in providing for the education of their children.

WAYNE COUNTY — FIRST DISTRICT

SAMUEL COSAD, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- houses in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1895
Butler.....	10	7	12	355	35,467	\$6,400	\$562,500	\$1,417 47	\$1,806 66	19
Galen.....	18	12	32	1,645	122,859	49,800	3,120,500	4,110 63	9,671 73	25
Huron.....	11	12	11	337	26,130	5,500	705,000	1,244 63	1,725 93	11
Lyons.....	13	7	33	1,279	186,464	67,550	2,763,000	4,661 60	12,497 93	10
Rose.....	12	5	15	450	44,639	10,325	1,018,000	1,770 56	2,775 70	10
Savannah.....	12	5	17	458	50,734	17,450	1,418,000	2,134 67	4,005 94	10
Sodus.....	23	3	28	1,035	98,641	17,930	2,246,000	3,400 72	4,228 77	40
Wolcott.....	15	6	27	883	101,277	37,050	1,408,000	3,265 77	8,466 34	30
Total,	114	57	175	5,842	665,700	\$211,825	\$13,241,000	\$22,013 45	\$45,180 90	148

In submitting my third annual report I am able to say that the schools of this commissioner district are showing marked improvement, due to the increased efficiency of the teaching force, the result of wise legislation and salutary regulations promulgated by the Department of Public Instruction.

I have been particularly struck with the responsiveness of school officers and teachers to new requirements. I find that every school, in obedience to the law, has given the required instruction in

"Physiology with special reference to narcotics and stimulants." Of the 114 schools in this commissioner district, 110 have purchased and displayed flags.

The Compulsory Education Law, while its penalties have seldom been invoked or its requirements generally observed, nevertheless seems to have been efficient in promoting an increased attendance, for, while the whole number of children attending school, as shown by this report, is 181 less than last year, the aggregate attendance was 13,351 greater. With the amendments made to it last winter, and in its present form, I think we may look for still better results in the future.

During the school year covered by this report, seven examinations were held, at which 235 different persons were examined, with the result that 5 first grade, 65 second grade and 45 third-grade certificates were won. One hundred and twenty candidates failed to obtain certificates.

It would seem that the number of third-grade certificates issued was too large, but with the requirement that a teacher must first obtain such grade of certificate, it is difficult to see how their issuance can be curtailed. The recent regulations of the Department, having in view the expiration of all certificates at the end of the school year, are most timely and excellent.

I have no specific recommendation to make to the Department, only the general one, looking to a better management of the common schools, such as is comprehended in the oft-proposed and long-deferred township system.

WAYNE COUNTY — SECOND DISTRICT

FREEMAN PINTLER, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted 1890
Arcadia	23	38	36	1,432	153,585	\$40,085	\$2,761,528	\$5,291.61	\$10,185.20	38
Macedon	13	15	18	630	61,284	18,985	1,856,900	1,066.57	3,768.03	19
Marion	17	14	14	430	44,254	10,002	1,285,000	1,710.85	1,794.11	20
Ontario	18	25	19	632	66,603	17,525	1,060,000	2,097.17	4,086.82	20
Palmyra	13	21	27	900	109,753	46,746	2,808,000	3,217.89	8,507.21	10
Walworth	11	16	11	486	43,026	7,775	1,015,000	1,395.07	1,080.57	11
Williamson	14	20	10	558	60,077	10,825	1,027,000	1,978.38	2,582.91	11
Total	100	147	137	5,098	514,582	\$150,137	\$12,003,428	\$17,576.34	\$32,514.85	77

I am pleased to be able to report that the general condition of the schools in this district is improving. The teachers are doing better work than has ever been done in the district before; they are wide-awake and intelligent, and are anxious to do the best work possible; the eager attention that they give to the work of the institute and the earnestness with which they discuss the subjects presented show that they appreciate the duties and responsibilities of their calling. There has been a general improvement in the condition of the schoolhouses in the district; the buildings have been painted and repaired where such improvements were needed; new desks, blackboards, charts, globes, and dictionaries have in many cases been purchased during the past year. Nearly every school in my district to-day has a library more or less complete.

Trustees are to be commended for the diligence which they have shown in the discharge of their duties, and for their zeal in bringing about these improvements.

A teachers' association for this district was organized last fall with Principal S. D. Arms of Palmyra as president. One meeting of the association was held at Marion last November and another at Macedon in May. Both meetings were well attended, and the teachers were more than pleased with the excellent programme arranged by President Arms. The next meeting will be held at Ontario with Principal W. C. Tift of Marion as president. It would seem that the permanency of the association is fully assured.

A teachers' institute was held at Palmyra in October with D. L. Bardwell, A. M., of Cortland as conductor. It was generally conceded that a more successful institute has never been held in the county. There was not a single dull period during the entire session. The institute was graded, and while many teachers were strongly opposed at first to such an innovation, yet every teacher went home feeling that it was a change for the better.

Last year 88 per cent. of the trustees' reports in this district were incorrect. This year, in hopes of avoiding the trouble and inconvenience incident to correcting these reports, I notified the trustees of the several towns that I would meet them at a designated place in each town and help them make out their reports. About 30 trustees met me in accordance with this notice, and I helped them make their reports. Of the balance of the reports over two-thirds were incorrect, and it occasioned great delay and inconvenience in correcting them. A plain business-like form would obviate all this trouble and annoyance, and would be greatly appreciated by trustees.

WESTCHESTER COUNTY—FIRST DISTRICT

WALTER S. ALLERTON, *School Commissioner*

TOWNS IN DISTRICT	Districts with school-houses in county		Number of official visits made by commissioner		Teachers employed for legal term		Whole number of children attending school		Aggregate days' attendance during school year		Value of school buildings and sites		Assessed valuation of districts		Amount of public money received from State		Amount of money raised by local tax		Number of trees planted, 1886	
	No.	Per cent.	No.	Per cent.	No.	Per cent.	No.	Per cent.	No.	Per cent.	No.	Per cent.	No.	Per cent.	No.	Per cent.	No.	Per cent.	No.	Per cent.
Eastchester	2	8	10	100	502	63,520	\$33,000	\$868,380	\$1,460 26	\$12,485 51	1	100	1	100	1	100	1	100	1	100
Mamaroneck	1	5	8	80	426	51,244	57,000	2,000,000	1,017 85	15,565 50	...	...	...	...	...	...	...	...	...	...
New Rochelle	3	10	54	540	2,335	304,085	179,300	4,106,755	8,142 96	49,878 00	9	900	4	400	4	400	4	400	4	400
Polham	1	3	4	40	153	18,219	14,000	1,489,085	531 35	3,410 84	7	700	1	100	1	100	1	100	1	100
Rye	6	17	42	420	2,020	257,400	132,500	3,686,085	5,906 68	34,631 09	4	400	1	100	1	100	1	100	1	100
Scarsdale	1	3	1	10	42	6,063	3,500	687,250	123 22	900 00	1	100	1	100	1	100	1	100	1	100
Total	13	43	119	1,190	5,480	703,031	\$379,300	\$13,400,075	\$17,083 12	\$116,560 36	22	2,200	13	1,300	13	1,300	13	1,300	13	1,300

The condition of school affairs in this district during the past year has been in general quite satisfactory, except in one district, and even there the efficient working of the schools has not been materially interfered with.

The uniform system of examinations has worked more smoothly and it has not been necessary to issue a temporary license during the entire school year. In this connection I urge once more that immediate steps be taken to bring every school district under this system; the fact that certain districts claim and exercise the right to employ unqualified teachers is a serious hindrance to the enforcement of the regulations in adjoining districts.

A graded county institute was held at White Plains in April, and was successful to a most gratifying degree, although hampered by the absence of the teachers of several of the largest districts in the county where superintendents are employed. It is a somewhat thankless task for a commissioner to comply with the request of the State Superintendent and offer suggestions, with the certainty ever present to his mind that no attention will be paid to them, but I once more recommend that this provision of the law be repealed. If institutes are worth the great expense they cause to the State and the districts, attendance should be required of all. The mere employment of a superintendent in a district does not necessarily give to the teachers anything of sufficient value to render an institute any the less necessary to them than it is to others. If the law is not repealed the authority to excuse teachers from attendance should be in the commissioner and not in boards of education, who are almost invariably opposed to institutes.

The rapidly increasing amount of work required of school commissioners should lead to a radical reform in many of the details of the office. They should be elected for a longer term, and should be paid a larger salary, and if possible an educational qualification should be required, and the powers of the office should be greatly increased. At present no officer in the State is burdened with more responsibility than he, and no one is more powerless to remedy the evils that are constantly coming under his view. There is a general opinion that the office is one of little importance, and this is not to be wondered at when we remember how little a commissioner can in reality do to improve the schools supposed to be in his charge.

There is one respect in which the Department can greatly aid the commissioners, and at the same time lighten its own labors, and that is by the preparation of a business-like and intelligible form for the trustees' annual reports. The present form is a survival of a by gone age, it is inconvenient and in many respects misleading, and should be discarded without delay. The trustees in my district will undoubtedly compare very favorably in point of education and intelligence with those in any district of the State, and yet not a report submitted to me this year was correct in every respect.

The task of puzzling out from these incomplete and incorrect reports the necessary details for his annual abstract is one of the most wearisome with which a commissioner is afflicted, and from which he may properly call on the department to relieve him.

WESTCHESTER COUNTY — SECOND DISTRICT

FARRINGTON M. THOMPSON, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1898
Greenburgh	10	8	4	2,190	57,985	\$2,700	\$11,706.080	\$5,927.25	\$44,336.38	7
Harrison	5	5	5	174	15,710	700	4,770.255	800.45	3,298.18	12
Mt. Pleasant	10	12	11	1,065	13,851	4,800	7,740.309	2,946.07	14,804.03	16
North Castle	6	6	7	261	30,303	6,900	921.818	875.66	2,556.62	9
Ossining	6	4	14	1,801	11,012	8,250	3,771.460	4,770.72	22,729.00	6
White Plains	2	5	18	912	13,933	7,100	2,983.935	2,912.31	27,126.64	1
Total	29	41	52	5,863	701,016	\$424,250	\$22,804,777	\$18,228.44	\$108,942.54	51

In the school year last passed the condition of schools in this commissioner district has kept up to its usual standard of excellence and in the majority of the districts great reforms have been instituted in the building of new schools or in additions to the old ones.

Owing to the efforts of many influential citizens a new union free school district has been formed at Harrison Station and a fine, handsome school edifice is about to be erected.

In April last at the White Plains High School the department institute was held for the entire county, conducted by Professors Stout and Bugbee, aided by Miss Himes, Miss Eggleston and Dr. Stowell. This institute was the first of its kind in the county and was considered by all who attended as a grand success, and resolutions were passed thanking the conductors for the able and efficient manner in which it was carried on.

The changes made in the uniform examination system by our Superintendent of Public Instruction in extending the time of the second grade certificates have redounded to the great benefit of the teachers. The uniform examinations now make it very hard work for a teacher to keep up her school work and at the same time study and prepare for these examinations. The issuance of the drawing, kindergarten and vocal music certificates is also a much appreciated change.

WESTCHESTER COUNTY — THIRD DISTRICT

WILLIAM G. BARRETT, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1894
Redford	13	14	15	405	41 234	\$14,775	\$1 545,719	\$1 709 80	\$5,806 31	17
Cortlandt	10	20	54	2,759	350 111	115 875	4 071,467	7,724 31	30,398 49	25
Lewisboro	9	9	6	244	25 470	6,440	827 508	978 00	1 910 55	8
North Salem	7	7	6	106	24,082	7 050	1 047 000	989 84	2,120 44	3
New Castle	8	8	13	476	57 615	28,550	1 348,523	1,699 36	5 748 50	3
Poundridge	6	7	6	119	9 873	3 100	293 487	683 91	1,021 18	3
Somers	8	7	8	323	27 367	10 2 5	1 196 258	909 30	3,072 57	13
Yorktown	10	10	11	396	35 428	11 925	1 245 020	1,357 80	3 114 53	12
Total	79	82	123	4,920	571, 50	\$198,040	\$12 277,042	\$18 142 52	\$52,092 57	54

Since my appointment I have visited every school in the district at least once, with two exceptions. I went to both these

schools, only to find one closed on account of an epidemic in that neighborhood and the other closed for some other reason. I truly think that the district can be reported, and it gives me great pleasure to so report, as being in a healthy, prosperous condition and that the best results are being accomplished. Every teacher in this district, with but one or two exceptions, is most interested in his work. I have been informed by teachers in the district that the grade examinations are of much help, and that their pupils look forward to the time when the examination questions shall be received.

All of the school buildings in the larger towns are well supplied with modern improvements, and the majority of the schools in the rural districts are fitted in the same manner. A few of these, however, have hardly sufficient charts, blackboard rooms, modern desks, etc., but it is the hope of the district that these disadvantages will be overcome in the very near future.

The graded institute for the entire county, held at White Plains, April 20 to 25, was by all considered a great success. Credit is due Miss Eggleston and Miss Himes and Professors Stout and Bugbee. Their efforts to make it a successful institute and one of benefit to all present were untiring, sincere and effectual. It is the personal wish of many of the teachers of this district that the institute next year may be conducted on the same plan.

By comparing the table at the head of this report with that of last year, it will be seen that the aggregate number of days of attendance for the past year has increased quite a little over that of last year. This may be due to the enforcement of the Compulsory Education Law, or it may be due to the desire of the children of this district to become better educated. It is probably the first reason; we hope that it may be the latter. In any event the district is glad for it, and it is to be commended.

In closing this report I wish to make but one suggestion. Out of all the trustees' reports received by me nearly 50 per cent. were incorrect and had to be returned for correction. I do not know that there is any way to prevent this. Whether it is the fault of the trustees or the quantity and quality of the questions that are put to them, I know not. It is certainly a weariness to the flesh of school commissioners. One trustee informed me that he would not, under any consideration, fill out all the blanks and answer all the questions in his report; that he would resign first, and that he knew of several others who would do the same thing. He further informed me that he had business of his own to attend to, and that he got paid for it. It would almost seem that the trustees of to-day, with all the unpleasant and responsible duties, and many of both, that it behooves them to perform, should receive at least a small compensation for their services.

WYOMING COUNTY — FIRST DISTRICT

MERRITT B. HALE, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- house in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1895
Attica.....	13	23	22	623	81,543	\$33,028	\$1,246,739	\$2,530 25	\$5,694 23	9
Bennington.....	10	20	16	448	48,412	6,910	701,558	1,836 84	1,351 45	16
Covington.....	8	13	8	218	21,928	5,015	655,919	961 17	1,357 75	13
Middlebury.....	13	23	16	414	42,531	8,250	913,631	1,883 54	2,136 34	12
Orangeville.....	6	13	6	179	16,090	2,175	287,770	709 68	751 83	12
Perry.....	9	16	17	698	89,366	28,150	1,254,828	2,221 84	4,666 62	13
Shelden.....	16	30	19	565	63,913	9,765	1,130,119	2,227 16	2,735 76	17
Warsaw.....	11	30	23	1,025	110,868	41,875	1,848,065	3,049 55	7,605 03	13
Total.....	92	174	127	4,168	464,336	\$137,165	\$8,139,622	\$15,570 01	\$26,889 90	103

We organized a training class at Warsaw with 15 members last September. They all remained in the class during the year, and now 11 of them hold certificates, and will teach the coming year.

The institute for this district was held at Perry last year. Conductor McLachlan gave excellent general instruction. Miss Rice had the undivided attention of all the teachers during the period devoted to drawing. Miss Sara Saunders, of the Brockport Normal School, gave very satisfactory primary work. The institute was a decided success, and its influence has been felt among the teachers.

It is very gratifying indeed to find the teachers giving more attention to the moral training of the children committed to their care, and helping them to become strong morally as well as mentally and physically.

We are doing all we can with the graded work in the rural schools. The examinations have been held on the days designated and no others. Very much good will result from the course of study when the examinations are held on the same days throughout the State, but until that time it seems to me the system will be very weak. Since the questions are uniform in all districts, the dates should be also.

I find there are something like 20 school districts in this commissioner district having an average attendance of 10 pupils or less. It seems as though some plan should be devised whereby the children of the small districts can attend school without maintaining one in each district and yet have the property contribute towards the support of the schools.

I have devoted a great deal of my time during the past year to visiting the schools of my district, and find that by so doing, I gain a much more thorough knowledge of their condition than I could otherwise obtain. Closer and better supervision is essential to the successful growth of the schools.

WYOMING COUNTY—SECOND DISTRICT

FRANK W. McELROY, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- houses in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1898
Arcade	11	28	16	366	30,483	\$14,710	\$998,378	\$1,840 20	\$2,825 85	6
Castile ..	14	27	19	469	54,249	11,910	1,367,757	2,245 86	4,039 37	22
Eagle	11	18	12	246	23,978	5,955	699,916	1,349 82	1,321 86	4
Genesee Falls	3	5	4	108	11,972	2,750	302,503	466 58	1,022 36	2
Gainesville	10	18	10	567	61,274	15,475	987,343	2,138 99	2,047 14	9
Juvn.	10	20	12	401	36,518	6,900	865,463	1,527 90	1,329 84	16
Pike.	8	18	9	206	17,195	5,285	614,173	1,078 88	1,116 32	12
Wethersfield	10	20	10	239	21,389	4,450	427,162	1,155 82	2,170 30	6
Total ..	77	146	98	2,632	266,049	\$67,445	\$6,162,713	\$11,793 55	\$16,779 06	78

During the last year I have annulled school district No. 4, town of Gainesville, and changed No. 11 to No. 4.

For a number of years there has been an omission in the consecutive numbering of the districts of the town of Arcade, No. 11 appearing blank. I have made a correction by changing No. 4 to No. 11, and No. 14, Yorkshire and Arcade, to No. 4. There are yet three weak districts in the commissioner district which should, in my estimation, be taken up. This could be done without serious inconvenience to any of the residents now composing the districts. Two miles would be the extent at which any of the property would be located from school privileges. The districts are as follows: No. 7 Arcade, 6 Castile and 10 Gainesville.

The school year just ended has been marked by an unusual degree of interest among the rural schools. Fewer schools have been failures than I have been compelled to note during the previous years of my experience as commissioner. This condition can be safely attributed to four causes: First, teachers are being retained for a longer period than in former years. Second, the commissioners' uniform system of grading is becoming a potent factor in

the schools of this commissioner district. Third, the signification of the Compulsory Attendance Law; and fourth, quite general changes in text-books, with some additions in library accumulations, maps, etc.

The Compulsory Attendance Law, while we have derived some benefits from it, has gone about as far as it can in this commissioner district without strict enforcement. Parents and pupils of a careless nature are growing defiant and are beginning to question the efficacy of its provisions. I deem the requirements just and can see no reason why it should not meet the approval of every inhabitant of the State. There is no doubt but that more tangible results will be realized from its enforcement, under the amended law, providing the towns give proper attention to the selection of suitable persons to serve as attendance officers.

The text-book question is an aggravating one, in connection with common school work. Village and union schools adjust the matter with a fair degree of consistency, but many rural districts are using text-books which have been in use, as a series, without revision for a quarter of a century. Wherever changes have been made, and up to date books secured, they have brought renewed interest to the school. This question is one which the school commissioner does not feel at liberty to discuss; one with which the trustee does not interest himself; and many times the teacher being young and inexperienced, has not the courage or judgment to propose a change. Some radical changes should be made in this particular whereby pupils of remote district schools can be furnished with as good privileges as like grades of village and union schools.

I find that teachers are rapidly coming to the standard and there is less trouble year by year in securing the necessary quota of teachers. During the last year I have used but eight temporary licenses; the fewest during my commissionership. The raising of the standard and the issuance of certificates under the new regulations meets with general approval here.

The general provisions of the Physiology law have been carried out to the best judgment of both trustee and teacher. New text-books have been provided with but little objection, and the work has been very cheerfully taken up.

The Flag law has been generally observed and very good flags have been purchased, but with a good deal of objection.

YATES COUNTY

L. J. BARDEN, *School Commissioner*

TOWNS IN DISTRICT	Districts with school- houses in county	Number of official visits made by com- missioner	Teachers employed for legal term	Whole number of children attending school	Aggregate days' at- tendance during school year	Value of school build- ings and sites	Assessed valuation of districts	Amount of public money received from State	Amount of money raised by local tax	Number of trees planted, 1898
Barrington ...	12	14	12	234	19,279	\$4,680	\$715,575	\$1,359 54	\$1,338 65	21
Benton	13	25	14	412	44,057	7,065	1,533,628	1,705 02	2,110 55	23
Italy	11	11	11	279	22,965	5,080	530,713	1,284 96	1,306 00	18
Jerusalem ...	26	37	26	551	51,148	11,583	1,269,203	2,377 21	3,872 46	36
Middlesex ...	8	13	9	249	22,313	5,190	538,276	1,081 91	1,816 91	12
Milo	12	22	30	1,202	147,004	30,440	2,921,478	4,833 85	10,924 74	24
Potter	12	24	15	440	44,010	21,175	957,981	1,828 86	2,290 88	17
Starkey	11	13	17	687	70,529	15,200	1,000,373	1,824 22	3,829 92	15
Torrey	6	11	7	174	16,913	5,800	679,991	836 42	2,167 08	7
Total	104	165	135	4,062	439,323	\$113,155	\$10,763,218	\$17,132 00	\$29,587 79	170

One year ago, the schools of this county began under auspicious conditions and in nearly every instance the quality of the work done, the purpose accomplished and the stimulus added for school work has exceeded that of former years. In comparison with previous years, we find that the decrease of pupils attending school in the rural districts is steadily maintained, the prevalent idea being to concentrate in the more populous centers, and while the total attendance for the school year has been increased, the increase is found in the union schools.

During the year I have held seven examinations for commissioners' certificates, examined 175 candidates, 98 of whom were successful.

At the present time there are 45 first-grade and training class certificates in force which have been issued in this county, and we note a gradual decrease in the number of third-grade teachers, there being but 16 persons teaching on certificates of this grade in the county at the present time.

While my report shows 216 certificates in force which have been issued in this county, and we have but 136 teachers teaching at one time, there is only a very small surplus. Owing to the severity of the hard times, wages are reduced in the rural districts, and many teachers of excellent ability are obliged to take up other employment which is more remunerative. The library money which, heretofore, has been diverted from the purpose for which it was originally apportioned will, under the enforcement of the present Library Law, be used in the better equipment of schools with dictionaries, cyclopedias and libraries.

Several districts throughout the county have made decided improvements during the past year. Districts No. 1, Benton, No. 1, Torrey, and No. 5, Jerusalem, have each erected new school buildings, ample and complete in all details; while several others have purchased new furniture and apparatus. The marked success of the first year of the Dundee Union School is indeed very gratifying, and was largely due to the untiring efforts of Principal F. H. Hausner and his able corps of assistants.

Our institute, held last December under the direction of A. C. McLaughlan, A. M., was thought to be one of the best, and the stimulus given and enthusiasm added was very apparent.

4. HEALTH AND DECENCY

DEPARTMENT CIRCULAR

STATE OF NEW YORK, DEPARTMENT OF PUBLIC INSTRUCTION,)
SUPERINTENDENT'S OFFICE, ALBANY, *June 1, 1896.*)

To School Commissioners:

Your attention is particularly called to the following act with a view of having it strictly enforced:

CHAPTER 538

AN ACT in relation to health and decency in the school districts of this State.

PASSED JUNE 7, 1887; three-fifths being present.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. From and after the first day of September, eighteen hundred and eighty-seven, the board of education, or the trustee or trustees having supervision over any school district of this State, shall provide suitable and convenient water-closets or privies for each of the schools under their charge, at least two in number, which shall be entirely separated each from the other and having separate means of access, and the approaches thereto shall be separated by a substantial close fence not less than seven feet in height. It shall be the duty of the officers aforesaid to keep the same in a clean and wholesome condition, and a failure to comply with the provisions of this act on the part of the trustees shall be sufficient grounds for removal from office, and for withholding from the district any share of the public moneys of the State. Any expense incurred by the trustees aforesaid in carrying out the requirements of this act shall be a charge upon the district, when such expense shall have been approved by the school commissioner of the district within which the school district is located and a tax may be levied therefor without a vote of the district.

Commissioners in visiting schools, are requested to be particular in the inspection of outhouses and water-closets, and to make use of all available opportunities for notifying trustees that all districts which have not heretofore complied with the law must

arrange buildings as it requires without delay, and thereafter continue to observe its provisions or suffer the penalties which it imposes. The official reports at the close of the present school year will call for full information upon the subject, and upon these reports the Department must take such action as the law contemplates. If commissioners meet with cases where a willful refusal to comply with the law is shown, they will forthwith report the same to the Department.

Inquiry is frequently made as to the meaning of the statute. Whether or not it intended two separate buildings, it is hardly necessary to determine. When new buildings are to be erected it is much better, and not much more expensive, to erect two entirely separate buildings. But it is clear that in connection with each school in the State there must be two "suitable and convenient water-closets or privies," which "shall be entirely separated each from the other." If the two are under one roof, they must be separated by such a substantial partition, both above and below the floor, as will prevent all communication. If such partition is not made of brick or stone, it should be lathed and plastered partition, or it should be of plank sealed upon both sides. A simple board partition is not enough. In other words, where the two closets are under one roof, they must be as effectually separated as though they were in entirely separate buildings.

It will be observed that the law also requires that there shall be separate means of access to these places, and that the approaches shall be separated by a "close fence not less than seven feet in height." The purpose of this provision is manifest. It is to screen the approaches and entrances from observation. It is a wise provision, and must be complied with. If there are two outbuildings separated from each other on the rear of the school site, there should be a fence erected between the two outbuildings, and another should extend from this to the school building.

It is occasionally said that a site is not large enough to admit of compliance with the law. Then the site must be made larger by the acquisition of more land. The school laws make ample provision for such a contingency.

It is important to make the fact prominent also that the duty of the trustees is not discharged when the two outhouses, with guarded approaches, are provided. The law directs the trustees to keep the same "in clean and wholesome condition." A failure to do this is as truly a violation of the law as a failure to observe its other provisions.

Yours respectfully,

CHARLES R. SKINNER,
State Superintendent.

**REPORTS OF SCHOOL COMMISSIONERS CONCERNING
COMPLIANCE WITH THE LAW IN REFERENCE TO
“HEALTH AND DECENCY.”**

The school commissioners of the State report that all school districts under their jurisdiction have complied with the law with the following exceptions:

ESSEX COUNTY

Second district. School district No. 1, Ticonderoga.

FRANKLIN COUNTY

First district. School district No. 9, Chateaugay.

SCHUYLER COUNTY

School district No. 22, Hector; No. 10, Tyrone; No. 11, Tyrone.

SULLIVAN COUNTY

Second district. School district No. 6, Fallsburgh; No. 11, Neversink.

ULSTER COUNTY

Third district. School district No. 4, Shandaken; No. 5, Denning; No. 8, Denning; No. 10, Denning; No. 5, Hardenburgh; No. 8, Hardenburgh.

WESTCHESTER COUNTY

Third district. School district No. 1, Cortlandt; No. 12, Cortlandt; No. 6, Poundridge.

5. LIST OF SUPERINTENDENTS AND PRINCIPALS OF GRADED SCHOOLS

COUNTY AND NAME	Post-office Address	COUNTY AND NAME	Post-office Address
ALBANY—1st District		CATTARAUGUS—1st Dis—	
Mary J. Udell	Delmar	<i>Continued.</i>	
George C. Lang	Coymans.	A. Lyman Bulton	Machias.
George A. Cooklin	Coymans.	O. W. Wood	Olean.
E. B. Parker	Voorheesville.	Fox Holden, A. M., Supt.	Olean.
Tharman H. Wedge	Slingerlands		
3d District		2d District	
James K. Gatchell, Supt.	Watervliet.	Thomas Stone Bell	Salamanca.
James Healy	Green Island	Maud E. Biley	Salamanca.
Ida Stanton Agnew	Loudonville.	Loren S. Minckley	Limestone.
Margaret R. Sullivan	Menands.	Andrew J. Fitzpatrick	Springville.
James E. Glavin	West Albany.	Jesse L. Moit	East Randolph.
Duryea B. Eldridge	Altamont	Irving G. Adams	South Dayton.
A. E. Wilson	Guilderland	Leonard A. Wallace	East Otto.
ALLEGANY—1st District		Myron L. Day	Leon.
J. Howarth	Rushford.	George E. Waller	Little Valley.
N. A. Darling	Canaseroga.	Jesse L. Walbart	Cattaraugus.
F. W. Gray	Belfast.	Sara Ryder	Otto.
R. Lamson	Angelica.	Alden J. Wagner	Cattaraugus.
2d District		Glenn E. Harvey	Otto.
J. W. Crofoot	Alfred.	Charles A. Black	Gowanda.
Benjamin Estes	Andover.	Hiram E. Vincent	Randolph.
J. M. Reed	Whiteville.	Alton Z. Colegrove	Columbus, Pa.
L. W. Craig	Wellsville.		
Charles E. Bryant	Wellsville.	CAYUGA—1st District	
Jay Criesey	Beaumont.	L. E. Hopkins, A. M.	Woodport.
Nathaniel Fuller	Scioto.	William L. Harris, A. M.	Port Byron.
V. J. Saunders	Little Genesee.	W. A. Jacobs	Fair Haven.
A. J. Glennie	Bolivar.	Harley H. Hopkins	Cato.
J. E. Dewey	Cuba.	Olive H. Baggerly	Meridian.
T. W. Stewart	Richbury.	S. C. Houghtaling	Throopville.
T. H. Armstrong	Friendship.	Lillie DeForest	Martville.
James J. Brown	Wellsville.	Theodore Bell	Sterling.
Morris Comstock	Ceres.	Harriet I. Spangler	Sennett.
BROOME—1st District		Lotabel Jewell	Conquest.
Geo. W. Pye, A. M.	Deposits.	David D. Wiggins	Montezuma.
Chas. W. Vandegrift	Windsor.	2d District	
J. Henry Crain	Harperville.	J. D. Bigelow, A. M.	Moravia.
E. P. Eaton	Sanitaris Springs.	Mr. Harris	Union Springs.
Walter Crouch	Port Crain.	Clare Rogers	Ledyard.
Elwell Taylor	McClure.	Asa Knapp	Cayuga.
2d District		Fred Sutphen	Owasco.
E. T. Graves	Lesterahire.	Josephine Bourke	Aurora.
E. P. Carr	Whitney's Point.	M. L. Stanton	Locke.
J. L. Lusk	Union.		
C. R. Lusk	Chenango Forks.	CHAUTAUQUE—1st Dis.	
D. S. Zimmer	Lisle.	Thos. K. Lockhart	Mayville.
J. H. Bensley	Vestal.	I. H. Russell	Sherman.
W. B. Elwell	Port Dickinson.	S. R. Town	Clymer.
Jesse Bell	Vestal Center.	Chester J. Rice	Panama.
Eva A. Clifford	Maine.	Chas. W. Hurlburt	Watts Flats.
Mrs. A. R. Jennings	Killbuck.	Alton H. Appleby	Lakewood.
Wm. P. Woods	Center Lisle.	DeForest Flindley	Asbville.
CATTARAUGUS—1st Dis.		R. C. Wilcox	Flindley's Lake.
Edgar W. Curtis	Allegany.	Bertha G. Cowles	Busti.
E. B. Babcock	Portville.	Sara M. Soule	Chautauqua.
F. W. Mundi	Olean.	Wesley F. Eugie	Brokenstraw.
Sena L. Fish	Weston's Mills.		
S. C. Hayden	Franklinville.	2d District	
Wm. McKerrow	Arcade.	A. N. Taylor	Westfield.
Ira P. Trevett	Delevan.	F. N. Markham	Ripley.
Martin W. Tubbs	Portville.	P. E. Marshall	Brookton.
		Mary F. Lord	Fredonia.
		Bert F. Saxton	Portland.
		A. C. Anderson	Kortsville.
		J. M. McKee	Silver Creek.
		R. A. Mathewson	Irving.

LIST OF SUPERINTENDENTS AND PRINCIPALS — (Continued)

COUNTY AND NAME	Post office Address	COUNTY AND NAME	Post-office Address
CHAUTAUQUA—3d Dist.		COLUMBIA—2d District	
John S. Wright	Falconer.	T. Frank Niles	Spencertown.
Ellis W. Storms	Ellington.	O. W. Hallenbeck	Canaan 4 Corners.
Fred S. Hannum, A. M. .	Sinclairville.	Chas. D. Lindsey	Chatham Centre.
Wm. B. Blaisdell	Cherry Creek.	Stanton B. Smith	East Chatham.
Chas. S. Fuller	Kennedy.	S. McKee Smith	Chatham.
F. E. Mathewson	Cassadaga.	F. D. Shaver	Ghent.
Robert D. Eddy	Stockton.	Forrest T. Shutts	Hillsdale.
William Pingrey	Frewsburgh.	Reuben A. Mabee	Kinderhook.
Frank Heier	Gerry.	W. L. Millias	Valatie.
C. B. Perrin	Levant.	O. B. Sylvester	Niverville.
		Benj. I. Morey	New Lebanon.
		Hugh Kelso	Stottville.
		Arthur E. Bennett	Stuyvesant Falls.
		I. E. Wager	Stuyvesant.
CHEMUNG		CORTLAND—1st District	
G. M. Gibbs	Wellsburg.	Ferdinand E. Smith,	
Timothy Dalton	Big Flats.	A. B., Supt.	Cortland.
Stewart S. Comfort	Chemung.	Geo. D. Bailey	McGrawville.
Agnes Sullivan	Erin.	John Conrad	McGrawville.
F. H. Miller	Horseheads.	W. E. Gushee	Cincinnatus.
Geo. E. Miller	Breesport.	W. A. Cron	Marathon.
Chas. S. Kent	Elmira Heights.	Miss Hattie Pollard	Harford Mills.
Geo. T. Miller	Van Etten.	Claude Allen	Harford.
Walter Brewster	Southport.		
Anna Mosher	Pine Valley.		
CHEXANGO — 1st District		2d District	
Elbert W. Griffith, A. M.,	Norwich.	L. H. Tuthill, A. M.,	Homer.
Supt.	Norwich.	Fred J. Bierce	Truxton.
Stanford J. Gibson, B. S.	New Berlin.	Floyd B. Avery	Preble.
W. A. Ingalls	South New Berlin.	Lizzie M. Rigby	Cuyler.
Edgar Holmes	Sherburne.		
Chas. R. Loomis	Smyrna.	DELAWARE—1st District	
Herbert W. Butts	Plymouth.	C. E. Hesselgrave, A. B.	Sidney.
Hattie C. Parker	South Otselic.	Jas. R. Fairgrieve, A. M.	Walton.
W. B. Patrick	North Pitcher.	William Steele, LL. B. .	Hancock.
Harmon K. Stoddard		Guy V. Wilson	Masonville.
		J. Howard Whitney	Treadwell.
2d District		George B. Odwell	Downsville.
Charles S. Gibson	Afton.	Alice Skinner	Cannonsville.
F. W. Crumb	Bainbridge.	Percy A. Rowe	Sidney Centre.
Wm. N. Harris	Greene.	Phebe Coulon	Rock Rift.
Frank Warren	Smithville Flats.	Edwin L. Rowell	East Branch.
Floyd D. Aldrich	Guilford.		
W. C. Joslin	Oxford.	2d District	
		S. L. Howe, A. B.	Stanford.
CLINTON — 1st District		H. M. Sackett	Margaretville.
J. G. Riggs, Supt	Plattsburgh.	Samuel Todd	Arkville.
Helen D. Woodward	Plattsburgh.	James Brewster	Griffin Corners.
George H. Lasell	Peru.	E. C. Harkness	Bovina Centre.
L. L. Landers	Keeseville.	Wm. H. Wheatley	Andes.
H. S. McCasland	Ausable Forks.	Andrew J. Nicoll	Delhi.
James E. Finnegan	Dannemora.	Mrs. H. M. Mace	Hobart.
Anna Lynch	Schuyler Falls.	Mrs. R. Timentine	Roxbury.
		Thos. F. Clark	Davenport.
2d District		DUTCHESS — 1st District.	
Robert M. Holden	Ellenburgh Centre.	E. B. Dumond	Fishkill.
Ernest A. Angell	Ellenburgh Depot.	Gurdon R. Miller	Matteawan.
W. J. Stark	Altona.	Eugene S. Haight	Matteawan.
Orson D. Fifield	Mooers Forks.	Watson S. Allen	Matteawan.
Wm. B. Richmond	Mooers.	Wm. G. Liddell	Glenham.
Milo E. Ryan	Champlain.	Samuel Mansfield	Wappingers Falls.
L. R. Bowdish	Rouses Point.	Wm. A. Mackey	Millbrook.
Mrs. Alice Sweet	Chazy.	Clarence A. Benson	Dover Plains.
Miss Boatfield	West Chazy.	J. H. Forrester	Pine Plains.
		Elvena Colwell	Hopewell Junc.
COLUMBIA — 1st District		Nathan Beckwith	Wassaic.
Mrs. Mary I. Miller	Philmont.	Fred. P. Robertson	Hughsonville.
Anna M. Ham	Mellenville.	Frank E. Reynolds	Millerton.
Amasa P. Lasher	Cheviot.	Henry F. Albro	Pawling.
Charles R. Traver	Germantown.	Cora B. McKown	Carthage Landing.
Irving Hicks	North Germantown.	Wm. Dault	Amenia.
William R. Ward	Hudson.		

LIST OF SUPERINTENDENTS AND PRINCIPALS — (Continued)

COUNTY AND NAME	Post-office Address	COUNTY AND NAME	Post-office Address
DUTCHESS—2d District		FRANKLIN—2d District	
Miss Hughes.....	Hyde Park.	D. M. Sullivan.....	Tupper Lake.
Egbert Lewis.....	Staatsburgh.	D. D. Daly.....	Brushton.
Edward Drake.....	Wappingers Falls.	J. D. Stark.....	Moir.
Richard E. Coon.....	New Hamburg.	E. L. Hulett.....	Brushton.
Julia M. Smith.....	Arlington.	H. G. Hutchins.....	Bangor.
Frank O. Green.....	Madalin.	C. F. Regan.....	Bombay.
D. C. Lehman.....	Red Hook.	Harlow Godard.....	Fort Covington.
Wm. Tremper.....	Rhinecliff.	Harry Chamberlain.....	E. Constable.
L. L. Stillman, Jr.....	Red Hook.	E. T. Dunn.....	North Bangor.
David J. Keator.....	Rhinebeck.	G. H. Nulty.....	Dickinson Centre.
ERIE—1st District		FULTON	
F. J. Diamond, <i>Supt</i>	Tonawanda.	George W. Lang.....	Johnstown.
Orson Warren.....	Akron.	Charles H. Weller.....	Gloversville.
George A. Bolles.....	Clarence.	W. Edward Hine.....	Broadalbin.
J. P. Abbott.....	Alden.	John Dunkin.....	Mayfield.
Burt Farnsworth.....	Laurel.	Florn Johnson.....	Northville.
M. A. McDowell.....	Depew.	John R. Hicks.....	Stratford.
Dan B. Albert.....	Williamsville.		
2d District		GENESEE	
Charles Goldsmith.....	East Aurora.	Edwin A. Ladd, Ph.B....	Alexander.
Thomas F. Kane.....	Hamburg.	John Kennedy, <i>Supt</i>	Batavia.
C. S. Palmer.....	Angola.	Harry D. Bartlett.....	Bergen.
A. K. Hoag.....	Orchard Park.	A. H. Kneale.....	Byron.
Louis E. Boutwell.....	Eden.	Levi C. Higley.....	South Byron.
Anna T. Wood.....	Angola.	J. C. Benedict.....	LeRoy.
Bertha E. Jennings.....	Eden.	Ray M. Lowry.....	Oakfield.
Henry B. Candwell.....	Hamburg.	Frank K. Sutley.....	Pavilion.
Julius H. Gressman.....	Hamburg.	George Raynor.....	Corfu.
Joseph F. Phillippi.....	Eden.	James A. North.....	Stafford.
Milford Kleis.....	West Seneca.	Ira Z. Allen.....	Morganville.
Harry Smallenburg.....	806 Eagle st., Buffalo	John H. Currie.....	East Pembroke.
Arthur Chamberlain.....	Reserve.	Alexander M. McIlroy...	Elba.
A. E. Cook.....	Orchard Park.		
3d District		GREENE—1st District	
Robert W. Hughes, A.M.	Springville.	Edw. L. Stevens, A.M.,	Catskill.
Edwin S. Kerr.....	Collins Center.	<i>Supt</i>	Catskill.
		N. Julia Bates.....	Athens.
		Orrin Q. Flint.....	Cairo.
		Levi Lawton.....	Hunters.
		Josephine E. Corbin....	Tannersville.
		Chas. G. Haner.....	
Essex—1st District		2d District	
Schuyler F. Herron, A.B.	Elizabethtown.	George W. Fairgrieve..	Coxsackie
Cyrus H. Stafford.....	Essex.	Byron Mansfield.....	New Baltimore
Herbert S. McCasland..	Ausable Forks.	H. M. Bouton.....	Prattsville.
Miss Alice B. Baldwin..	Jay.	Martin Springstead.....	Windham.
Fayette S. Miller.....	Lewis.		
W. Almon Andrews.....	Lake Placid.	HAMILTON	
Clara L. Dunster.....	Bloomington.	David L. Luther.....	Indian Lake.
Edwin B. Robbins, A. B.	Willsborough.	Miss Susie M. Laing....	Long Lake.
		Miss Merwin.....	Blue Mountain Lake
2d District		HERKIMER—1st District	
E. J. Owen, A. M.....	Ticonderoga.	A. J. Merrell, A. M.....	Herkimer.
P. F. Burke.....	Port Henry.	C. H. DeKroyft.....	Newport.
Geo. W. Kennedy.....	Westport.	Jas Eggenberger, Ph. D.	Dolgeville.
A. A. Lavery, A. B.....	Crown Point.	Jas. W. Loucks.....	Salisbury Centre.
S. D. McClellan.....	Mineville.	Julius A. Davis.....	Poland.
J. W. Wiseman.....	Schroon Lake.	B. G. Martindale.....	Cold Brook.
Lena M. Vosburgh.....	Moriah Centre.	M. Oakey.....	Little Falls.
		John F. Stewart.....	Little Falls.
FRANKLIN—1st District		F. C. Clifton.....	Little Falls.
Miss S. L. Perry, <i>Supt</i> ..	Malone.		
O. H. Burritt, A. M.....	Malone.	2d District	
W. J. Devins.....	Chateaugay.	Judson I. Wood, A. B....	Ilion.
James E. Weld, A. B....	Saranac Lake.	Samuel A. Watson, A.M.	Mohawk.
		E. S. Babcock.....	West Winfield.
		Samuel J. Slawson.....	Frankfort.
		Alice R. Dygert.....	McGowan.
		E. B. Callaghan.....	Jordanville.
		Charles S. Ayers.....	Warren.

LIST OF SUPERINTENDENTS AND PRINCIPALS—(Continued)

COUNTY AND NAME	Post-office Address	COUNTY AND NAME	Post-office Address
JEFFERSON—1st District		MADISON—1st District	
Mary J. Salisbury.....	Adams.	Charles H. Van Tuyl....	Hamilton.
V. C. Warriuer.....	Adams Centre.	Irving S. Sears.....	De Ruyter.
C. M. Pierce.....	Mannville.	Edward J. Rowe.....	Earlville.
O. R. Smith.....	Pierrepont Manor.	Archibald S. Knight....	Morrisville.
U. C. Gregg.....	Ellisburgh.	Ernest E. Hinmen.....	Leonardsville.
F. M. Littlefield.....	Belleville.	Frank Stanbro.....	Brookfield.
Cora A. Littlefield.....	Woodville.	Ada Y. Donahue.....	Eaton.
C. C. Williams.....	Rodman.	Gustavus S. Hardy.....	North Brookfield.
Jennie Elmer.....	Smithville.		
S. F. Graves.....	Lorraine.	2d District	
P. S. Slate.....	Black River.	F. W. Jennings, Ph. D..	Oneida.
Della J. Helmer.....	Evans Mills.	Geo. H. Ottoway, A. M..	Canastota.
		Wm. M. Fort.....	Chittenango.
2d District		L. F. Ludlow.....	Cazenovia.
Delos Cosgrove.....	Redwood.	H. H. Douglass.....	Oneida.
Jay S. Fox.....	Theresa.	F. M. Wiggins.....	Munnsville.
Charles Hotis.....	Redwood.	Arthur H. Jackson.....	Peterboro.
Geo. E. Kelley.....	Natural Bridge.	Frank Miller.....	Clockville.
Joseph McDonald.....	Carthage.	R. O. Cook.....	Bridgeport.
M. F. Perry.....	Carthage.	A. W. Smith.....	New Woodstock.
John G. Peck.....	Carthage.	N. M. Gregg.....	Munnsville.
R. S. Bennett.....	Antwerp.		
A. O. Tucker.....	Alexandria Bay.	MONROE—1st District	
Wm. A. Stinson.....	Spragueville.	Hattie G. Waring.....	Brighion.
John W. Van Allen.....	Theresa.	Fred L. Dunn.....	West Henrietta.
Wm. George.....	Plessis.	John J. O'Brien.....	Irondequoit.
		Ammon Curtice.....	Brooks av. and Gen- esee, Rochester.
3d District		M. C. Humiston.....	Rose View.
Raymond J. Loughton....	Henderson.	Margaret Sullivan.....	149 Monroe avenue, Rochester.
E. A. Chick.....	Sacketts' Harbor.		
B. W. Alverson.....	Dexter.	M. L. Brunner.....	Honeoye Falls.
W. J. Linnell.....	Brownville.	Burt G. Haynor.....	Penfield.
C. J. Sargent.....	Chaumont.	Elmer G. Frail.....	Fairport.
Frank Miller.....	Three-Mile Bay.	Alvin A. Lewis, A. B..	Pittsford.
H. R. Smith.....	Cape Vincent.	C. D. Graney.....	Rush.
Fred H. Haas.....	Depauville.	E. D. Webb.....	Webster.
Mr. Hall.....	Clayton.	Christian Meyer.....	Webster.
B. G. Pooler.....	La Fargeville.		
		2d District	
LEWIS—1st District		Louis Barber.....	Clifton.
Jesse S. Mott.....	Port Leyden.	Florence B. King.....	183 Tremont street, Rochester.
N. P. Smith.....	Constableville.		
Wesley Knowlton.....	Lyon Falls.	Cassie A. O'Neill.....	Gates.
Daniel O'Brien.....	West Leyden.	Edward J. Manly.....	Charlotte.
		Fred W. Hill.....	Spencerport.
2d District		Wm. H. Clark.....	Clarkson.
F. A. Walker.....	Copenhagen.	Wm. R. True.....	Hilton.
A. M. Johnson.....	Lowville.	Nicholas Lee.....	Churchville.
P. E. Gilligan.....	Harriaville.	Katharine A. Casey.....	Brookport.
L. H. Stanford.....	Deer River.	Eliza P. Knowles.....	Brookport.
Mary D. Edghill.....	New Bremen.	Lulu Brown.....	Brookport.
Mr. Lewis.....	Beaver Falls.	Frank H. Brown.....	Scottsville.
Martha Locklin.....	Lowville.	Charles C. Scheck.....	Mumford.
W. H. Perry, A. M. Pd. B.	Lowville.	Frank E. Torpy.....	Clarkson.
LIVINGSTON—1st Dist.		MONTGOMERY	
Charles S. Williams.....	Livonia.	F. Yale Adams, B. A....	St. Johnsville.
Reuben J. Wallace.....	Avon.	R. H. Bellows.....	Fort Plain.
Ara Wilkinson.....	Caledonia.	Fox Sponable.....	Nelliston.
Harry Lamson.....	Geneseo.	Chas. M. Bean, B. A....	Canajoharie.
Scott L. McNinch.....	Coneaus.	Arthur E. Barnes, B. S.	Palatine Bridge.
Nora O'Connor.....	Lima.	Chas. A. Coons.....	Fonda.
Edith Chamberlain.....	Lima.	H. E. Bolton.....	Fultonville.
M. Ray Lowrey.....	Fowlerville.	Wm. H. Barkley.....	Fort Hunter.
Charles Vallance.....	York.	Robt. S. Roulston, A. B.	Rockton.
D. W. Curry.....	Piffard.	Arthur Snyder.....	Hagaman.
		Ephraim Failing.....	Akin.
2d District			
W. G. Carmer, A. M....	Danville.	NIAGARA—1st District	
Luther N. Steele, A. M..	Mt. Morris.	Clinton S. Marsh, A. M.	
W. M. Robinson.....	Nunda.	Supt.....	North Tonawanda.
M. G. Welker.....	Dalton.	Frank J. Beardsley, A. M.	North Tonawanda
		F. J. Stevens.....	Middleport.

LIST OF SUPERINTENDENTS AND PRINCIPALS—(Continued)

COUNTY AND NAME	Post-office Address	COUNTY AND NAME	Post-office Address
NIAGARA—2d District		ONONDAGA—2d District	
Hiram C. Hustleby.....	Wilson.	H. Frank Miner, A. M..	Skaneateles.
Isaac F. Devlin	Youngstown.	George H. Studley	Marcellus.
Walter J. Greene	Lewiston.	L. W. Herrick	Tully.
Mary A. Walsh	Sanborn.	C. O. Richards	Solvay.
W. D. Wisner.....	Ransomville.	D. H. Cook.....	Onondaga Valley.
Teresa E. Ginty.....	Olcott.	Mrs. M. J. McDowell ..	Elmwood.
Seva A. Berean	Newfane.		
Anna M. Pease.....	West Somerset.	3d District	
Lewis H. Walker.....	Barkers.	S. Reed Brown.....	East Syracuse.
Frank V. Putnam.....	Somerset.	Frank J. House	Fayetteville.
		Arthur E. Neeley.....	Manlius.
ONEIDA — 1st District		Jacob L. Wright.....	Cicero.
Fred B. Van Ornum.....	Whitesboro.	Tracy D. Bly.....	Brewerton.
Frank Spaulding.....	New Hartford.	Edward Shea.....	Minoa.
R. W. Huffman.....	Oriskany.	Jay B. Hanchett.....	Delphi.
Lester G. Wauful	Trenton.	George L. Fuggle.....	Jamesville.
Jay S. White.....	New York Mills.	John Bailey	Cardiff.
Harriet B. Witter.....	New York Mills.	Edwin W. Cady.....	Fabius.
Edward Hawks	Chadwicks.	C. A. Wood	Pompey.
Margaret Rourke	Stittville.	Vincent K. Barker.....	La Fayette.
		Myron B. Roche.....	Summit Station.
2d District		Eola M. Bagg	Manlius St., Syracuse
Wm. H. Wheeler.....	Knoxboro.		
Thos. C. Gifford, B. A. .	Oriskany Falls.	ONTARIO — 1st District	
Stanard D. Butler.....	Bridgewater.	Wm. H. Truesdale, Supt	71 Main st., Geneva.
Percy D. Wight, B. A...	Clinton.	D. D. Edgerton	Phelps.
Margaret Dawes.....	Clarks Mills.	Henry G. Wolcott.....	Clifton Springs.
R. C. Schermerhorn.....	Deansboro.	William D. Hewes.....	Shortsville.
May Brown	Sauquoit.	Albert C. Mayham.....	Manchester.
Thos. Hayden, M. A.....	Waterville.	Frank D. Fairbank	Orleans.
Silas G. Kimm	Sauquoit.	Ida C. Lincoln	Chapinville.
Stephen Mahady	Sangerfield.	William H. Thatcher ..	Hall's Corners.
C. A. Bailey.....	Vernon Centre.	Jennie Kirkpatrick	Hopewell Centre.
E. R. Adams, M. A.....	Vernon.	Belle McMaster	Hall's Corners.
Jay B. Clark.....	Sherrill.	James M. Wells.....	Gorham.
James Kales.....	Oneida Castle.	Julia C. Caplise.....	Canandaigua.
F. G. Sims	Franklin Iron W'ks		
Harry E. Beebee.....	Kenwood.	2d District	
3d District		J. Carlton Norris, A. M.,	Canandaigua.
D. D. Van Allen	Camden.	Ph. D., Supt	Naples.
Winter X. Crider.....	Verona.	Wm. C. Noll, A. B.	Victor.
		Geo. Roy Wickes, A. M	East Bloomfield.
4th District		D. B. Williams, A. M ...	Honeoye.
John C. Chase.....	Holland Patent.	L. A. Toepf.....	Honeoye Falls.
C. H. Warfield.....	Boonville.	Samuel F. Moran	Allen's Hill.
Arthur Frank.	Prospect.	George D. Peck	
John Lloyd.....	Forestport.		
H. Van Arnom.....	Westerville.	ORANGE — 1st District	
Frank Niess.....	Lee Centre.	J. H. Burroughs	Washingtonville.
John Wiggins.....	Remsen.	H. C. Woodworth.....	Cornwall.
R. C. Morrison.....	Trenton.	Alice M. Clark	Salisbury Mills.
Fred Lorin.....	Delta.	G. H. Baskerville, A. B.	Cornwall-on-Hudson
		Geo. W. Jamison.....	Pine Bush.
ONONDAGA — 1st District		N. H. Dinsberry	Highland Falls.
S. G. Harris.....	Baldwinsville.	Georgena Fulton.....	Vail's Gate.
M. D. Green	Liverpool.	Orville Eichenberg.....	Monroe.
A. C. Nute.....	Jordan.	E. May Odell.....	Turners.
C. H. Taylor.....	130 Harold street,	Ruben Fraser	Montgomery.
	Syracuse.	D. C. Dominick, B. S....	Walden.
H. W. Hooper.....	Euclid.	Jennie Mitchell	Newburgh.
A. J. Melvin	Euclid.	Ira D. Minard.....	Middle Hope.
John Drohan.....	North Syracuse.	B. B. Foley.....	Newburgh.
Dennis J. Delaney	Memphis.		
L. W. Haynes	Warner.	2d District	
B. D. Holden.....	Baldwinsville.	Wm. A. Wilson.....	Middletown.
G. N. White	Camillus.	Jas. M. Dolph, A. M., Supt	Port Jervis.
Jessie Mann.....	Elbridge.	Edwin H. Bugbee, A. M.	Port Jervis.
Howard Rector.....	Plainville.	Solomon E. DuBois.....	Sparrow Bush.
Robert J. Mooney	Hart Lot.	Isaac D. Lairds	Tri States.
		C. R. Stiles.....	Goshen.
		J. H. Barrus	Chester.
		L. W. Hoffman.....	Warwick.
		David S. Strong.....	Pine Bush.

LIST OF SUPERINTENDENTS AND PRINCIPALS —(Continued)

COUNTY AND NAME	Post-office Address	COUNTY AND NAME	Post-office Address
QUEENS—2d Dist.—Cont.		RICHMOND—Continued	
George H. Northup	Wantagh.	Annie E. Cole	Tottenville.
Corodon Norton	Wantagh.	Lama K. Cropsy	Rossville.
Charles W. Oley	Freeport.	O. E. Northrop	Rossville.
Frank O. Payne	Glen Cove.	Nathan J. Lone	Tottenville.
Sarah E. Provost	Oyster Bay.	Gould J. Jennings	Prince's Bay.
Mrs. Jennie L. Potter	Jamaica.	David M. Sprague	Tottenville.
George E. Raplee	Cold Spring Harbor.		
Elmer S. Redman, A. M.	Rockville Centre.		
Lottie J. Robinson	Valley Stream.		
Alice B. Redwood	Jamaica.		
Caleb Simons	Hempstead.		
Leslie Smith	Far Rockaway.		
Harvey A. Snedecor	Valley Stream.		
Kate Sheehan	Woodhaven.		
Frances H. Seeley	Woodhaven.		
Cora B. Storms	Jericho.		
Mary L. Tompkins	East Norwich.		
Cornelia Tobey	Jamaica.		
Charles A. Vosburgh	Jamaica.		
Ida Ward	Clarenceville.		
J. M. Whitenack	Springland.		
Clifford A. Woodard	Oyster Bay.		
Harrison S. Williams	Bellmore.		
J. Henry Young	Munson.		
RENSSELAER—1st Dist.		ROCKLAND	
George F. Sawyer, Supt.	Lansingburgh.	Ira H. Lawton, Supt.	Nyack.
H. H. Snell, Supt.	Hoosick Falls.	Miss M. Edna Brickell ..	New City.
Chas. W. Dunn	Schaghticoke.	Miss Emma Comesky	Tappan.
Geo. S. Ellis	Valley Falls.	Martin H. Ford	Pearl River.
Cornelia M. Viall	Johnsonville.	John M. Gibbs	Spring Valley.
Eunice E. Perry	Buskirks Bridge.	Frank G. Gray	Stony Point.
J. F. Leonard	North Hoosick.	N. P. Banks Johnson ...	Upper Nyack.
Lucy E. Bennett	Hoosick.	Sidney G. Firman	Tompkins Cove.
Geo. E. Powell	Petersburgh.	L. O. Markham	Haverstraw.
Mary E. Gilson	Berlin.	G. H. McNair	Sparkill.
		William Nodine	Piermont.
		Miss Minnie A. Phillips ..	Garnersville.
		L. E. Porter	Hillburn.
		W. Allen Rue	Grassy Point.
		Emery Rikert	Nanuet.
		M. J. Sanford	Suffern.
		Miss Jennie M. Sullivan ..	Congers.
		Ernest G. Williams	Monsey.
		Joseph K. Wiles	New City.
		William H. Wilcox	Garnersville.
		ST. LAWRENCE—1st Dis.	
		John Carlton Bliss	Gouverneur.
		Harry D. De Groat	Gouverneur.
		John B. Laidlaw	Fine.
		Clarence Johnson	Richville.
		William E. Kelley	Dekalb Junction.
		L. J. Reynolds	Henvelton.
		Melvin Gearheart	Hammond.
		Wendell Avery	Morristown.
		W. D. Sayer	Brier Hill.
		Kate Carroll	Hailesboro.
		Bertha Leach	Natural Dam.
		Henry Corbitt	Oswegatchie.
		2d District	
		A. E. Chase	Canton.
		Geo. C. Owens	Colton.
		Otis Fletcher	Edwards.
		Sidney R. Corey	Hermou.
		Annie Veitch	Lisbon Centre.
		Frank H. Wallace	Madrid.
		C. Alton Rutherford	Morley.
		Wm. B. Andrews	Norfolk.
		Abram H. Wiggins	Rensselaer Falls.
		Forrest Gibbons	Russell.
		C. S. Blood	Waddington.
		Mabel Brown	South Colton.
		Mabel Waggoner	Benson Mines.
		3d District	
		A. W. Manhouse, A. M.	Norwood.
		Wm. Davis	Massena.
		Horatio P. Baum	Winthrop.
		Giles A. Chase	Helena.
		Minnie E. Oliver	Louisville.
		Chas. F. Simpson	Potsdam.
		J. F. Driscoll	Potsdam.
		Rose M. Libbee	Parishville.
		N. E. Avery	North Lawrence.
		Frank M. Dana	Lawrenceville.
		Leslie M. Saunders	Nicholville.
RICHMOND			
A. Hall Burdick, Supt.	Stapleton.		
Charles W. Sutherland	West New Brighton.		
John Henry Ryan	West New Brighton.		
Mason Macdonald, Supt.	New Brighton.		
John J. Driscoll	New Brighton.		
Charles F. Simons	Stapleton.		
John W. Barris	Tompkinsville.		
Sheldon J. Pardee	Rosebank.		
Thomas C. Harty	Stapleton.		
Benj. J. Stauton	New Dorp.		
Esle F. Randolph	Great Kills.		
Francis M. Geer	Dongan Hills.		
Lillie C. Fraay	Richmond.		
Wm. B. Rafferty	New Dorp.		
Adaline S. Grant	New Springville.		
Lewis H. Denton	Linoleumville.		
Edward W. Merritt	Port Richmond.		
Albertis A. Yates	Mariner's Harbor.		
Eugene G. Putnam	Port Richmond.		
Wm. P. Hastings	Port Richmond.		
Alice B. Gordon	Linoleumville.		
Timothy F. Donovan	Port Richmond.		
George W. Robinson	Rosebank.		

LIST OF SUPERINTENDENTS AND PRINCIPALS—(Continued)

COUNTY AND NAME	Post-office Address	COUNTY AND NAME	Post-office Address
SARATOGA—1st District		SENECA—Continued	
Alex. Falconer, <i>Supt.</i> ..	Waterford	George M. Ely.....	Farmer.
Miss Mattie J. Cook.	Waterford	Roswell Traphagen	Lodi.
Lyman B. Blakeman	Mechanicville	Horace F. Lawrence	Romulus.
Horace H. Southwick	Ballston Spa		
Willis U. Hinman	Stillwater.	STURSEN—1st District	
Frank B. Jilson.....	Galway.	L. D. Miller, Ph. D.....	Bath.
		F. J. De La Fleur, A. B ..	Prattsburg
2d District		R. S. Bradbury.....	Pulteney.
Thomas R. Kneil, A. M.,		T. W. Robinson.....	Kanona.
<i>Supt.</i>	Saratoga Springs.	G. H. Gulonip.....	Cohocton.
Walter S. Knowlson, A.		M. C. Plough.....	North Cohocton.
M.		A. D. Miller.....	Savona.
Oliver B. Kipp.....	Saratoga Springs.	Minnie Newell.....	Campbell
Chester Sanford, A. M.	Saratoga Springs.	E. L. Munroe.....	Hammondport.
Oscar E. Coburn.....	Saratoga Springs.	H. S. Armstrong.....	Avoca.
Margaret L. Berrigan.....	Saratoga Springs.	Minnie Pierce.....	Rheims.
Elizabeth M. Powers.....	Saratoga Springs.	James Carregan.....	Bradford.
Julia E. Callahan.....	Saratoga Springs.	F. E. Coughlon, A. B.	Wayland.
Abraham Mark Hollister,		Kate Welch.....	Curtis.
A. M.			
James E. Kelley.....	Corinth.	2d District	
Lulu V. Sheehan.....	South Glens Falls.	Alvin Z. Pierce, A. M.	Painted Post
Isabel Jordan.....	Victory Mills.	Duward L. Rasey.....	Coaling.
Warren W. Darling.....	Batchellerville.	Levi R. Tubbs.....	Gibson.
John Barrett Chilson.....	Hartley.	Rose W. Morgan.....	Lindley
Hattie Tomlinson.....	Coulingville.	C. A. Husted.....	Cameros.
Albert D. Angol.....	Gansvoort.	Fred R. Darling.....	Woodhull.
	South Corinth.	Edith M. Stephens.....	Cameros Mills.
		C. B. Miller, A. M.	Addison.
SCHENECTADY		3d District	
Frances A. Underhill.....	Schenectady.	Walter D. Hood.....	Canisteo.
John Bigbee.....	Scotia.	Frank D. Simons.....	Stephen's Mills.
Allen Tillapaugh.....	Schenectady.	Jesse L. Grantier.....	Greenwood.
C. F. Burr.....	Rochester Junction	Edwin D. Hamlin.....	Jaeger.
E. B. Billings.....	Delanson	Homer W. Harris.....	Arkport.
Newton J. Ferguson.....	Quaker Street.	Ernest E. Cole.....	Howard.
		Leslie A. Baker.....	Troupsburg.
SCHOMARIE—1st District		Frank S. Sanford.....	Rexville.
William M. Marrio.....	Middleburgh.		
Solomon Nias.....	Schomarie.	SCOTLAND—1st District	
Alvin S. Giffin.....	Central Bridge.	C. N. Keruan.....	Orient.
Arthur L. Parsons.....	Gallupville.	Stafford C. Edwards, A. M ..	Greenport.
Marion Lewis.....	Gilboa.	S. S. Shaw.....	Southold.
		M. Alice Taft.....	Mattituck.
2d District		George A. Brown.....	Riverhead.
W. H. Ryan, Ph. B.	Coblekill.	Elizabeth Burnett.....	W. Hampton Beach.
Grant L. Bice.....	West Fulton.	De Forest Wells.....	Good Ground.
Thos. Colby, Jr.	Breakabeen.	E. R. Pearse.....	Southampton.
Howard J. Jump.....	Sharon Springs.	Frank A. Johnson.....	Sag Harbor.
H. Ralph Dart.....	Jefferson.	John J. Harrison, A. M.	East Hampton.
Lemuel B. Nichols.....	Charlottesville.	Willard S. French.....	Amagansett.
Frank B. Hess.....	Richmondville.	H. bart B. Chandler.....	Shelter Island.
Edward Parsons.....	Seward.	Anna B. Rose.....	Bridgehampton.
Manly B. Mann.....	Fultonham.	John C. Newton.....	Mattituck.
		George M. Perry.....	East Quogue.
SCHUYLER		Anna B. Phillips.....	Quogue.
Samuel S. Johnson.....	Watkins.		
Emma B. Briggs.....	Montour Falls.	2d District.	
John Probes.....	Burdett.	F. N. Meeker.....	Centre Moriches.
John E. Livermore.....	Merklenburg.	Charles Davis.....	Brookhaven.
Charles V. Stoum.....	North Hector.	H. L. Bretsch.....	East Moriches.
Wm. P. Buck.....	Bennettsburg.	Chas. S. Shucabeaux.....	St. James.
Helen B. Halpin.....	Oleassa.	Geo. F. Horton.....	Amityville.
Albert Piper.....	Tyrone.	Wm. H. Lisk.....	Babylon.
Martin J. Howell.....	Altav.	Claude A. DuVail.....	Bay Shore.
John W. Strawbridge.....	Wayne.	Matthew I. Hunt.....	Islip.
Edith M. Wagstaff.....	Monterey.	Geo. P. Armstrong.....	Sayville.
		J. Everett Vincent.....	East Islip.
SENECA		M. H. Packer.....	Bayport.
F. S. Porter, <i>Supt.</i>	Seneca Falls.	Arthur K. Doig.....	Blue Point.
Thomas C. Wilber, A. M.	Waterloo.		
Lewis H. Clark, Jr., A. B.	Ovid.		
Wm. H. Traphagen.....	Waterloo.		

LIST OF SUPERINTENDENTS AND PRINCIPALS — (Continued)

COUNTY AND NAME	Post-office Address	COUNTY AND NAME	Post-office Address
SUFFOLK 2d Dist—Cont.		CLSTER—1st Dist—Cont.	
Dr. Wellington E. Gordon	Patchogue	Anna O. Wood	Kingston.
Fletcher Walling	Bellport	Patrick H. Cullen	Kingston.
Frank H. Smeerbeaux	Port Jefferson	Wm. E. Buntan, A. M.	Kingston.
Benj. J. Wightman	Northport	Henty Powers	Kingston.
Chas. J. Jesulige	Huntington.	Wm. A. McConnell	Kingston.
Louis Trallick	Stony Brook	Charles W. Townsend	Glasco.
Geo. W. Hawkins	East Setauket.	Fred N. Moulton	Saugerties.
Irene Altrich	Centraport.	Luther Emerick	Malden.
John H. Roe	Cold Spring Harbor.	Ella J. Williams	Quarryville
Geoffrey C. Schalbir	Lindenhurst.	Melvin G. Rhoden	Ply Mountain.
Josephine E. Smith	Bohemia.	John G. Murdoch	West Hurley.
		Anna F. Maltby	Saugerties.
		Kate R. Bishop	Saugerties.
		Bessie E. Andrews	Saugerties.
SULLIVAN—1st District			
W. W. Miller, A. B.	Monticello.	2d District	
H. J. Ripton	Callhoun Depot.	Edwin F. Baldwin	Marlborough.
G. D. Scott	Waitsboro.	James O. Schoonmaker	Milton.
A. W. Blumberg	Narrowburg	Earl Stone	Milton.
W. H. C. Sign	Berryville.	Martin Hasbrouck	Highland.
Lewis B. Barber	Phillipsport	W. A. Heard	Port Ewen
D. S. Strong	Bloomington.	S. A. Robinson	Counolly
		C. V. Ryan	Rosendale.
2d District		H. F. Van Buren	Whiteport.
W. K. Linn	Livingston Manor	Frank Willigan	Creek Lake.
F. N. Robinson	Grahamville	D. J. Lucey	LeFevre Falls.
Frank Landaw	Woodbourne.	L. E. Palla	Blauwater
William Wright	Hurleyville.	Gertrude Spence	Gardiner
Rufus Malby	Jacksonville.	William Atkins	Clintondale.
Lester Woolsey	Long Eddy	C. T. Frome	Stone Ridge
Mr. Stoddard	Haukins.	Mary B. Heard	Walkill.
Paul Scullin	Rockland.	M. H. Shuster	Rifton.
James Kniffin	Centerville.		
		3d District.	
TIOGA		John W. Chandler, Ph.D.	Ellenville.
Ed. P. Recordon, Supt.	Owego.	Emma A. Dühr	Ellenville.
Ezra J. Peck, A. M.	Owego.	Jennie Marshall	Ellenville.
Philip M. Hud, A. M.	Waverly	J. Hartley Towner	Napanoch
Everett O'Neil, A. B.	Spencer.	John U. Gillett	Kerhonkson.
James W. Alexander	Candor	Grant Young	Alterville.
J. S. Kingsley, A. M.	Newark Valley	M. H. Buckley	West Shokan
Ph. B.	Nicola.	Winfield L. Utter	Shokan
Edson L. Moore	Tioga Center	Ireus M. Van Valken	Phoenicia
Chester G. Rider, A. B.	Berkshire.	J. Irving Harkness	Chester
Roscoe C. Tubell	Appalachin	H. S. Brownell	Pine Hill
Edmund P. Keefer	Richford	A. S. Donaldson	Woodstock.
Arthur Belden	Barton	John J. Farrington	Shandaken
Frank E. Fenno, A. B.	Lackwood	John M. Schoonmaker	Accord
Forman E. Whitcomb	Smethport		
Nellie M. Springer		WARREN 1st District	
		Sherman Williams, Ph.	
TOMPKINS—1st District		D. S. P.	
Ernest E. Scribner	Tremansburg.	Sarah L. Warner	Glens Falls.
Miss Amanda Smith	Jacksonville	T. J. Kerus	Glens Falls.
Frederick V. Webster	Newfield	Elizabeth C. Kinnmouth	Glens Falls.
Miss Elizabeth Pearson	West Vanby.	George W. Alter	Sandy Hill.
		John Gick	Lake George.
2d District			
Guy H. Barkerville	Groton	2d District	
E. Day Clark	Drayden	M. N. Dickinson	Warrensburg.
Clifford Edwards	Ludlowville	B. F. Record	Warrensburg.
Mathew C. Howe	McLean	James Fuller	North Creek.
William P. Woods	Freeville	Belle M. Douglass	North Creek.
Carolyn R. Stevens	Etna	A. C. Thurston	Chestertown.
Sue M. Church	Saratoville	Elizabeth Montgomery	Chestertown.
E. E. Brown	Brookton	D. L. Rogers	Bolton Landing.
		Flourace M. Scott	Bolton Landing.
CLSTER 1st District			
Charles M. Kean, Supt.	Kingston.	WARREN—1st Dist	
Myron J. Michael, A. B.	Kingston.	Clayton L. Moroy	Greenwich.
Wm. F. Mower	Kingston.	Ernest E. Smith	Cambridge.
Henry D. Darrow	Kingston.		
Franklin P. Coons	Kingston.		
John D. Murphy	Kingston.		

LIST OF SUPERINTENDENTS AND PRINCIPALS — (*Concluded*)

COUNTY AND NAME	Post-office Address	COUNTY AND NAME	Post-office Address
WASHINGTON—1st Dist— <i>Continued.</i>		WESTCHESTER—2d Dist— <i>Continued.</i>	
W. S. Coleman	Fort Edward.	Martin M. Todd	Hastings
Edwin C. Hogmire	Argyle.	N. H. Dumond	North Tarrytown.
		Daniel D. Little	Pleasantville.
2d District		Wilhelmina Stanbach ...	Pocantico Hills.
Willard H. Howe	Whitehall.	M. Evelyn Buckhart....	White Plains.
Frances A. Tefft	Sandy Hill.	R. A. Stewart, <i>Supt.</i>	White Plains.
Raymond E. Brown	Granville.	J. Irving Gorton, <i>Supt.</i> ..	Sing Sing.
William E. Freeman	Middle Granville.		
Amelia E. Plaisdell	Ft. Ann.	3d District	
Rev. E. Baldwin	Hebron.	Howard I. Tryon	Katonah.
Julius E. Higley	Hartford.	Fred. L. Fox	Croton-on-Hudson.
		B. Louis Snyder	Buchanan.
WAYNE—1st District		John Millar	Peekskill.
William H. Kinney	Lyons.	Dr. A. D. Dunbar	Peekskill.
Chas. E. Allen	Clyde.	Nettie J. Whitlock	Montrose.
Howard N. Tolman	Savannah.	Ella Mills	Bedford Station.
H. J. Walter	Wolcott.	Adelaide Norris	Potsdam.
Albert D. Whitney	Red Creek.	Harry L. Mayne	Katonah.
Chas. V. Hoagland	South Butler.	Margaret M. Mahoney..	Purdys.
Myron O. Tripp	Sodus Point.	Mae D. Davis	Potsdam.
George D. Sprague	Rose.	Lois A. Varney	Yorktown Heights.
John C. Aldrich	North Rose.		
Arthur J. Barber	Sodus.	WYOMING—1st District	
		Iving B. Smith	Warsaw.
2d District		Mary E. Catton	Perry.
S. D. Arms, A. M.	Palmyra.	Arthur M. Preston	Attica.
J. W. Robinson	Newark.	S. H. McIlroy	Wyoming.
George H. Cullings	Macedon.	Maye B. Rudgers	Perry Centre.
M. H. Bigelow	Ontario.	M. Butler	Warsaw.
B. R. Pintler	Furnaceville.	D. W. Ballou	Varysburg.
Geo. S. Hickox	Williamson.	Charles A. Lewis	Johnsburg.
Edith L. Power	Newark.	Grant Miller	Strykersville.
WESTCHESTER—1st Dist.		2d District	
Isaac E. Young, <i>Supt.</i> ...	New Rochelle.	Francis M. Smith	Arcade.
Grace Thwing	Port Chester.	George H. Stratton	Castile.
Fannie E. Wardwell	Port Chester.	Roy A. Hart	Silver Spa.
Mary E. Foster	Port Chester.	Walter A. Ward	Bliss.
John S. Sprague	Rye.	Mary J. McCraley	Java Village.
Sam'l J. Preston	Mamaroneck.	Addison J. Merville....	North Java.
Joseph Tracey	Mamaroneck.	Francis P. Murphy	Rock Glen.
Ida M. Babcock	New Rochelle.	Edward F. Duggan	Portageville.
Lucinda E. Feeney	New Rochelle.	Mabelle M. Boynton	Pike.
Harriette L. Bannister..	New Rochelle.		
Eva Jewell	New Rochelle.	YATES	
Marie Wager	New Rochelle.	Geo. H. Hoxie, <i>Supt.</i>	Penn Yan.
Isaac C. Hill	Pelham.	F. J. Schneck	Dundee.
Rebecca E. Young	Bronxville.	Edward R. Wise	Rushville.
Arthur C. Hall	Tuckahoe.	John A. Wheeler	Middlesex.
Joseph Fitzgerald	Scarsdale.	Edward Campbell	Milo Centre.
		Fred C. Wilcox	Dresden.
2d District		Adda M. Shull	Branchport.
A. W. Emerson	Tarrytown.	William Robson	Bellona.
R. A. MacDonald	Irvington.	Francis A. Ruger	Benton Centre.
Wayne C. Fox	Dobbs Ferry.		

EXHIBIT NO 7

City Superintendents of Schools

- 1. NAMES AND POST OFFICE ADDRESSES**
 - 2. WRITTEN REPORTS**
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CITY SUPERINTENDENTS

1. LIST OF SUPERINTENDENTS OF SCHOOLS IN THE CITIES OF THE STATE OF NEW YORK

Albany.....	Charles W. Cole.
Amsterdam.....	Charles S. Davis.
Auburn.....	Benj. B. Snow.
Binghamton.....	R. H. Halsey.
Brooklyn.....	Wm. H. Maxwell.
Buffalo.....	Henry P. Emerson.
Cohoes.....	Geo. E. Dixon.
Corning*.....	Leigh R. Hunt.
Dunkirk.....	J. W. Babcock.
Elmira.....	E. J. Beardsley
Gloversville.....	James A. Estee.
Hornellsville*.....	William R. Prentice.
Hudson.....	F. J. Sagendorph.
Ithaca.....	H. W. Foster.
Jamestown.....	Rovillus R. Rogers.
Johnstown.....	Wm. S. Snyder.
Kingston*.....	Charles M. Ryon.
Little Falls.....	Thomas A. Caswell.
Lockport.....	Emmet Belknap.
Long Island City.....	John E. Shull.
Middletown.....	James F. Tuthill.
Mt. Vernon.....	Charles E. Nichols.
Newburgh.....	R. V. K. Montfort.
New York.....	John Jasper
Niagara Falls.....	N. L. Benham.
Ogdensburg.....	Barney Whitney.
Olean*.....	Fox Holden.
Oswego.....	Geo. E. Bullis.
Poughkeepsie.....	Edward Burgess.
Rochester.....	Milton Noyes.
Rome.....	W. D. Manro.
Schenectady.....	S. B. Howe.
Syracuse.....	A. B. Blodgett.
Troy.....	John H. Willets.
Utica.....	George Griffith.
Watertown.....	Wm. G. Williams.
Watervliet.....	James K. Gatchell.
Yonkers.....	C. E. Gorton.

*Cities still under jurisdiction of school commissioners.

2. REPORTS OF CITY SUPERINTENDENTS

ALBANY

CHARLES W. COLE, *Superintendent*

Population of city, July 31, 1896 (estimated).....	97,000
School population (5 to 18 years), July 31, 1896.....	21,500
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	12,900
Number of pupils under 5 years of age enrolled in kindergartens.	365
Aggregate days of attendance in all public schools of city.....	1,808,415
Average daily attendance.....	10,009
Per cent of daily attendance on total net enrollment..	77
Average membership (number belonging).....	10,591
Per cent. of daily attendance on average membership,	95
Number of school buildings.....	21
Number of sittings.....	12,887
Number of pupils in attendance at high school....	800
Assessed valuation of city, real and personal.....	\$64,957,715
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$252,832.78
Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$19.49
Number of evening schools.....	3
Number of pupils in evening schools.....	356
Number of kindergartens, public 18, private 8. total,	26
Number of pupils in kindergartens, public 1,036, private 346, total.....	1,382

At the beginning of the school year, the attendance gave promise of being the largest in the history of the schools; the average for the month of September being 11,088, the highest number ever reached. During the month of October an epidemic of measles broke out in the city which, under the operation of our strict rules of exclusion from the schools of any pupils whose presence might possibly spread the disease, rapidly diminished the number in attendance. During November and December the epidemic increased in severity and the attendance in those months and even in January fell far below the normal figures. The result of this diminution was that the registered number, 13,418, was one hundred four (104) less than in the previous year, and the average attendance 10,009, was three hundred seventy-two (372)

less. During the latter part of the year the attendance became more regular but not sufficiently so to make up for the great decrease during the winter.

COMPULSORY ATTENDANCE

The total number of cases investigated and re-investigated was 3,388. The facts that two hundred and seventy-seven (277) truants were arrested and returned to school and three hundred and thirty-one (331) non-attendants were placed in school alone justify the employment of the officers and the action of the State Legislature in enacting the law. It was found necessary to send only five pupils to institutions that take charge of habitual truants. These were committed for various terms, varying from two to four months, and while it is not yet determined whether this action resulted in the reformation of the individuals, it is believed that their confinement had considerable influence upon the regularity of the attendance of many boys who had hitherto been in the habit of attending school occasionally. The experience of the year would seem to indicate that there is no necessity, so far as this city is concerned, of establishing a truant school; the number confined being altogether too small to justify any expenditure on this account. Four of the largest cities in the State have their own truant schools, but they are not any more than adequate for their own needs and only one of them will receive truants from other places. At present, Albany can not be reasonably asked to provide a special truant school, although such an institution would prove very convenient to the school authorities of neighboring cities and villages. There is a growing feeling among school officials that the best plan would be for the State to establish a truant school which would take charge of all cases arising outside of the large cities, which have already made provision for the confinement of their own truants. An effort will be made during the coming winter to obtain the legislation required for the establishment of such a State institution.

A COURSE IN LITERATURE

The school authorities of this city have always been alive to the importance of cultivating in the young a love for the best reading. For many years, the several committees in charge of the public school library have devoted constant care and close attention to the building up of the library on such lines as would direct the attention of those using it to healthful and stimulating books. Children need little urging to devote much time to reading; but unless means are provided by which that reading shall be beneficial, it is very likely to be harmful. Those who

neither possess nor have ready access to good books easily fall into the practice of reading the meanest of the cheap and baleful literature that is almost always accessible.

The board has, therefore, determined to establish a regular course in the reading of the best literature in the schools. This course has been laid out with two purposes. First, to instil in the minds of the pupils a taste for the best reading only, and, second, to co-ordinate the reading with other branches of study. This is effected by supplying in each grade books whose trend is in the direction of culture, and also books which lead up naturally to acquirement of substantial knowledge, especially toward the study of history and elementary sciences. The plan adopted is to furnish a sufficient number of copies of the books that are to be read to make frequent class-exercises feasible. While the funds at the disposal of the board will not admit a complete installation of the course in one year, the majority of the classes will be immediately furnished with sets of the books adopted. I firmly believe that our teachers can do no more beneficent work than that laid down in this course. A teacher who does not love good reading can not fulfill the duties of her office. In this work she should be the leader of the class. The primary object of the public school system is to make good citizens. In order that we may produce the best citizens, we must produce the best men and women. The teacher should show by her ability to read with expression that she herself is an exponent of the influence of the best reading.

VISUAL INSTRUCTION

It was announced last year that the State would provide the means, in the form of lantern-slides, carefully prepared lectures, and all other needed apparatus, for a course of visual instruction on Geography and kindred subjects. The materials for three of the lectures have been received. The first lecture furnished was on Niagara Falls, which was presented on three occasions by Prof. A. F. Onderdonk. The pupils of the ninth year classes were assembled in the high school chapel for the lecture, and on the following day, the pupils of the eighth year classes were the auditors. The lecture was repeated to the high school pupils alone on a subsequent occasion. Principal John E. Sherwood presented the slides illustrating the city and harbor of New York and the Hudson river. The slides for the other lecture came too late in the year to permit of its presentation to the pupils. The exhibition of the slides in both lectures was highly pleasing to all who were present. The beautiful pictures thrown upon the canvas stirred the pupils to great enthusiasm, and as a means of entertainment the exhibitions were very successful. In order to test the practical outcome of these

exhibitions, compositions upon the topics of the lectures were required from all the pupils who were present. A large number of these compositions were submitted to me and to the members of the board for inspection and were pronounced to be exceedingly creditable to the pupils both in form and in content. The chief difficulties in continuing the presentation of these lectures lie in the lack of time and the proper places in which to repeat them so as to make their influence widespread among the children.

FREE TEXT-BOOKS

The extraordinary demand from parents for free text-books during the past winter, and especially for the text-book in physiology, which was furnished to about 27 per cent. of the pupils in our schools, depleted the funds of the board to such an extent that it is evident that at the beginning of the next school year no text-books or ordinary supplies can be furnished. This fact has called the attention of all concerned to the proposition that it would be better to furnish everything needed in the way of text-books and school supplies at the common expense. This plan has been in force in a large number of the cities and villages of the State for many years and is being slowly extended. In several of the New England States the Compulsory Free Text-book Law has been in operation for a long time to the complete satisfaction of the school authorities and the public generally. There are several cogent arguments in favor of the compulsory free text-book system. In the first place, there is economy in time. With free text-books the schools may be fully supplied and organized on the opening day, while at the present there are frequently long delays in fully organizing and equipping the classes. Secondly, experience has shown that the expense to the community at large in supplying the books required has been reduced nearly one-half. Third, as the books are public property, the good opportunity is furnished for training children to take proper care with things that are not their own, but which they are allowed to use. There is satisfactory evidence that the books loaned to school children last much longer and are better cared for than their own property. Fourth, the attendance on the schools in the free text-book communities would seem to be increased more than 10 per cent. Fifth, the public schools become literally free schools, giving to all on the same terms the advantages of education and thus removing all invidious distinctions between the so-called indigent pupils and the others.

KINDERGARTENS

The kindergarten has become an integral part of the public school system. Its importance is now recognized throughout the entire country, and no better evidence could be adduced of the strong hold

it has taken upon the affections and judgment of our citizens than the fact that we are constantly obliged to refuse admission to the classes. I believe that if the board had the school-room, at least four or five more kindergartens could be successfully established. As it is, the comparatively large number of these rooms which Albany maintains is in very favorable contrast to most of the cities of the State, and this city has achieved a decided distinction by its progressiveness in this direction. Dr. Wm. T. Harris, who is now recognized as the leader in educational affairs in this country, has summed up the whole matter in these words: "Free kindergarten work is a question of political economy. Formation is better than reformation. Prevention is better than cure. Give me the child and the State shall have the man." It is evident from our experience that the good influences of kindergarten training have extended upward throughout our schools, affecting not only the mental progress and strengthening the moral fiber of the pupils, but also influencing for the better the plans and methods of the teachers.

TEACHERS' TRAINING CLASS

This essential department of our school system was established in 1882, and during the fourteen years of its existence, three hundred sixty-nine (369) persons have been graduated and certified as possessing the necessary qualifications to teach in our schools.

It is the unanimous testimony of all who have watched the progress of the public schools of this city that no one act of the school authorities has done so much to improve and to make more effective the teaching as this work of training the incoming teachers in the principles and best methods of the science and art of education. The good results coming from the special training classes for teachers has been recognized by the Legislature of the State in the provision that has been made that in all the cities and villages of the State where such classes are maintained, liberal State aid will be given hereafter.

TEACHERS

The teachers' meetings were held as heretofore throughout the year. The principals met with the Superintendent at least once a month for the purpose of discussing the general management of the schools and the consideration of new plans of instruction and government. The faculty of each school held regular meetings either once or twice a month during the year. The kindergarten teachers met once a week for the purpose of unifying their programs. This constant effort at concerted action unquestionably promoted the welfare of the schools in a marked degree. My impression, coming from constant observation of the

work in the different school rooms in the city, is that the spirit of the teachers and pupils was never before of so high a type, and in every direction I can see constant evidence of progressive and intelligent work.

AMSTERDAM

CHARLES S. DAVIS, *Superintendent*

Population of city, July 31, 1896 (estimated).....	22,000
School population (5 to 18 years), July 31, 1896.....	4,500
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	2,583
Number of pupils under 5 years of age enrolled in kindergartens.	None.
Aggregate days of attendance in all public schools of city.	404,655
Average daily attendance	2,075
Per cent. of daily attendance on total net enrollment..	80 3-10
Average membership (number belonging).....	2,092
Per cent. of daily attendance on average membership..	97+
Number of school buildings.....	10
Number of sittings.	2,770
Number of pupils in attendance at high school.....	109
Assessed valuation of city, real and personal (estimated).	\$9,000,000
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$41,519.50
Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$16.07
Number of evening schools.....	None.
Number of pupils in evening schools.....	None.
Number of kindergartens, public.....	1
Number of pupils in kindergartens, public.....	60

Prior to September, 1895, the public schools of Amsterdam were in three separate school districts under the jurisdiction of the school commissioner of Montgomery county, and they were administered and controlled by three different boards of education. The present city system was organized and put in operation with the opening of the schools in September, 1895. The establishment of the consolidated system imposed upon the executive officers a large amount of unusual work. It implied much besides the installation of teachers, the distribution of material and supplies and the registration of children. There were many perplexing difficulties to meet, and seemingly a thousand conflicting interests to reconcile.

The old districts had, in a measure, grown to be antagonistic with a strong tendency on the part of each section to disparage the educational conditions in the other. There was no public high school and nothing local to serve as a pattern for one. The present high school had to be planned in every detail and finally organized out of the material at hand. The evils of the old district system were everywhere apparent. The fruit was an illegitimate contention and rivalry that rose superior to the best educational interests of the city. Out of this condition came, no doubt, the act of consolidation.

To remedy the evils of such a condition, to expose and drive out its folly and weakness, to subject teachers to a wholesome criticism they had never known, to eradicate time-honored abuses, to harmonize discordant elements, to fix personal responsibility upon those who had never recognized it, and at the same time to adjust the countless details of a system that at no point and in no section should present serious inconsistencies, were among the elements of the problem that was to be solved.

Nearly all concerned, however, including the board of education, the teachers, the children and the parents, have taken ground for better things and marked progress has been made. The most attractive feature to the outside world, very likely, in the new system for the city, is the organization of a high school with full courses of study and a rapidly increasing membership. The fact that the public schools of Amsterdam now offer young men and women ample preparation for entrance to the best colleges and universities, marks the beginning of a new chapter in the educational history of the city. The requirements for admission to the high school is practically the Regents' preliminary certificate, and the standard for graduation 48-count diploma. The school is successful, popular, well attended, and promises to exert great educational influence not only over the other schools but with all the people of the city.

Something has been accomplished in the grade schools, mainly in systematizing the work, in securing a higher standard of performance, and more especially in arousing teachers to a more enthusiastic interest in their calling, and in promoting a more loyal and united spirit for educational progress in all parts of the city.

Recognizing that the surest way to improve the schools is by improving the teaching force, teachers' meetings have been frequently held, sometimes three or four a week. Nearly all the work done in these meetings, however, has been of an elementary character, much of it with a view to immediate results in the school-room. Something has been accomplished in this line by calling teachers together in groups of from three to 30 or more and giving them informal instruction upon methods of teaching, reading, spelling, arithmetic, geography, language, and in school management and discipline. The hours from 4 o'clock to 6 or later on each day, as well as any evening

hours, have been spent largely in this work. The eagerness with which the primary and middle grade teachers, as well as others, have sought advice and assistance has made it a pleasure to help them.

Tardiness and irregular attendance were serious features in some of the schools under the old system. Early in the year earnest effort was made by all the teachers to overcome these evils and with such good effect that single rooms, which during the preceding year had reported from 300 to 500 cases of tardiness, reduced the number to less than 50. Nearly every school in the city showed a decrease of more than 50 per cent. The entire number of cases of tardiness in the city for the year now reported was 6,229 and for the preceding year under the old system 15,957. Gratifying as the decrease is, the proper limit has not yet been reached. Like effort was directed to securing more regular attendance, and in this the Compulsory Education Law has been of much assistance. The net enrollment for the year just closing was but 14 more than for the year preceding, yet the average daily attendance was 216 more, and the aggregate increase for 1896 was 46,270 days, a gain of more than 13 per cent.

Arbor Day was observed in the most enthusiastic manner by all the public schools in the city. Interesting programs were prepared and rival efforts made by the different grades to secure the attendance of parents and friends. Many of the rooms were most elaborately decorated with plants and flowers and drawings. All the parts, essays, declamations, songs, etc., bore directly upon the planting, cultivation and care of flowers, plants and trees. A significant feature of the day was the prominence so kindly given it by the local newspapers. The exercises were fully announced beforehand, and on their occurrence representatives of all the papers visited the schools and a column or more was given by each to what they heard and saw. The Arbor Day Manual sent out by the Department was of great assistance to the teachers, and the effort which its suggestions inspired gave us results which for culture and refinement and character were not equalled by any other special occasion of the year.

It seems proper to report that essential changes have been made in teaching beginners to read. Formerly the chart was used with the result that the pupils, with few exceptions, were unable to read the First Reader fluently at the end of the second, and many others at the end of the third year in school. The chart has been abandoned and the blackboard substituted for it. The "thought method" is used exclusively and all the primary teachers are carefully instructed in the way of presenting the work. Nothing is left to chance. The teacher's individuality is a great aid in the work but it must be applied along rational lines to get results. No teacher is allowed to give the earliest lessons in reading until she shows some comprehension of the psychological conditions necessary to secure

success. She must have clearly defined reasons for what she does reaching far beyond the present lesson, far into the child's future work. This is no place to enter into an explanation of the method. It is sufficient to say that the enthusiasm of the teachers, the results reached with the pupils and the interest of the parents are complete justification for our plan. At the end of five months the children can recognize and use in almost any combination about 350 words. The child never reads anything but a complete sentence, and always reads that with the greatest animation. The children are never allowed to read words merely, and no child ever drawls. The transition from script to print is made in about two weeks. The First Reader of about 150 pages is then completed in from six to eight weeks. The elementary work of "learning to read" has by that time been accomplished. In the succeeding three months the children will easily complete a volume of the first reader grade every two or three weeks and sometimes they do more. Some of our first reader grades last year read from seven to nine volumes and read them with all the fluency and enthusiasm possible to mature persons.

There is no tendency to place undue stress upon reading. The classes whose members read seven or eight books during the first year, do more in numbers, more in language and far more spelling, than classes whose members read less.

The work is the result of constant effort to recognize and to meet the children's natural desire for knowledge and their amazing capacity to learn. If undue stress seems to be placed upon method in this work, an excuse for it ought to be found in the fact that a correct method is nowhere else so important during the entire course as in teaching little children to read during their first year in school.

AUBURN

B. B. SNOW, *Superintendent*

Population of city, July 31, 1896 (estimated).....	28,000
School population (5 to 18 years), July 31, 1896....	5,398
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	3,684
Number of pupils under 5 years of age enrolled in kindergartens	None
Aggregate days of attendance in all public schools of city.....	562,562
Average daily attendance	2,961
Per cent. of daily attendance on total net enrollment,	80.37
Average membership (number belonging).....	3,044

Per cent. of daily attendance on average membership,	97.27
Number of school buildings.....	14
Number of sittings	3,901
Number of pupils in attendance at high school.....	375
Assessed valuation of city, real and personal.....	\$11,198,296
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$107,052.92
Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$29.06
Number of evening schools.....	.....
Number of pupils in evening schools.....	.....
Number of kindergartens, public, none; private, 2...	2
Number of pupils in kindergartens, public, none; private, 35.	35

BINGHAMTON

R. H. HALSEY, *Superintendent*

Population of city, July 31, 1896 (estimated).....	43,000
School population (5 to 18 years), July 31, 1896.....	8,872
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	6,770
Number of pupils under 5 years of age enrolled in kindergartens.	88
Aggregate days of attendance in all public schools of city or village	1,060,256
Average daily attendance	5,410
Per cent. of daily attendance on total net enrollment,	80
Average membership (number belonging)	5,643
Per cent. of daily attendance on average membership,	96
Number of school buildings.....	18
Number of sittings	6,818
Number of pupils in attendance at high school.....	587
Assessed valuation of city, real and personal.....	\$19,731,000
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$113,884.28
Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$16.82+
Number of evening schools.....	.....
Number of pupils in evening schools.....	.....
Number of kindergartens, public, 5; private, 1.....	6
Number of pupils in kindergartens, public, 174; private, 20.	194

BROOKLYN

WILLIAM H. MAXWELL, *Superintendent*

Population of city, July 31, 1896 (estimated).....	1,100,000
School population (5 to 18 years), July 31, 1896 (estimated).....	296,000
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	146,429
Number of pupils under 5 years of age enrolled in kindergartens.	None.
Aggregate days of attendance in all public schools of city.	21,039,906
Average daily attendance	102,718
Per cent. of daily attendance on total net enrollment,	70
Average membership (number belonging).....	117,967
Per cent. of daily attendance on average membership,	87
Number of school buildings.....	137
Number of sittings	124,994
Number of pupils in attendance at high schools....	3,296
Assessed valuation of city, real and personal, 1895,	\$563,987,132
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$3,621,199.30
Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$24.73
Number of evening schools.....	12
Number of pupils in evening schools, total enrollment.	7,223
Number of kindergartens, public, none; private....	.....
Number of pupils in kindergartens, public, none; private . . . . .	.....

BUFFALO

HENRY P. EMERSON, *Superintendent*

Population of city, July 31, 1896 (estimated).....	352,000
School population (5 to 18 years), July 31, 1896....	75,950
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	52,157
Number of pupils under 5 years of age enrolled in kindergartens.	1,059
Aggregate days of attendance in all public schools of city	6,853,196
Average daily attendance	35,283
Per cent. of daily attendance on total net enrollment,	67.65

Average membership (number belonging)	
Per cent. of daily attendance on average membership,	
Number of school buildings (excluding 13 rented buildings).	70
Number of sittings (excluding 2,067 in rented buildings).	44,727
Number of pupils in attendance at high school.	2,040
Assessed valuation of city, real and personal.	\$234,651,400
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.	\$1,337,452.18
Average expenditure for all purposes per pupil enrolled, based on net enrollment.	\$25.64
Number of evening schools.	14
Number of pupils in evening schools.	2,911
Number of kindergartens	12
Number of pupils in kindergartens.	1,059

The most tangible indication of progress in a school department is increase in numbers. During the year ending June, 1896, there were registered in our public schools 52,157 children, an increase over the previous year of 5,492. The average daily attendance during the same period was 35,283, an increase of 4,190.

A diligent effort was made to collect statistics in regard to the registration of pupils in all other schools, both private and parochial, and the results which I consider tolerably accurate show a registration in said schools of 19,082.

It has seemed best here, as it has in other cities of the State, to proceed without needless violence in the execution of the new Compulsory Education Law. Its strict enforcement would work hardship in some cases by taking from employment children whose small earnings seem to be necessary to the support of the family. But even in such extreme cases it is no doubt a short-sighted policy to deprive the future citizen of the broader intelligence and better ideals which it is the aim of our schools to give. The assistance which a boy or girl 10 or 12 years of age can render a family is very slight and temporary in its duration, while the loss to the community will be great and lasting. The city employs five truant officers to assist in the enforcement of the Compulsory Educational Law. We experience the usual difficulties which are met with in all large cities; but we feel that illiteracy is a menace to good government and that the absence from school of children of compulsory school age indicates that the parents are guilty of a misdemeanor and our aim is to enforce the law with more vigor from year to year. We realize that a city as large as Buffalo ought to maintain a truant school for the detention and reformation of incorrigible truants.

Such a school would exercise a strong influence in reducing truancy. Probably for every boy committed to such an institution ten would be induced to attend a regular school. Accordingly, I have recommended that a substantial brick building formerly used for school purposes, but now unoccupied, be placed in proper condition for this purpose, and that \$5,000 be appropriated for the support of the school. This recommendation has been adopted. Plans and specifications have been prepared for remodeling the building and the work will be completed within a few months. It is my intention to have a shop for manual training built in the school yard for the use of the boys. I hope in my next annual report to be able to state that this truant school is in operation.

During the past year and a half ten school buildings, containing 136 grade rooms, have been opened. In addition to this about 80 grade rooms have been added to our school capacity by the enlargement or rearrangement of old buildings. Another large building will be opened within a month and three more are in process of erection. All these buildings are constructed of brick and stone and have the most modern appliances for proper heating, ventilation and sanitation. A second high school, to cost about \$200,000, will be ready for occupancy during the present year.

The law which provides for raising the qualifications of teachers appointed after January 1, 1897, was heartily welcomed by the real friends of education in Buffalo. The city had already taken an important step forward in this direction. The examination and certification of teachers was placed on an impartial basis by establishing an independent board of school examiners in 1892, so that for four years new teachers have been selected on the competitive principle. The new law makes it necessary to go a step farther and provision has already been made to maintain a teachers' training class under it.

I have long had under consideration the question of providing some means of retiring teachers who, after long service have become incapacitated, either physically or mentally, for further efficient work. There are teachers in the department who have served the city faithfully for 30 or 40 years. Some of them are still doing satisfactory work; there are others who ought to step aside and allow the children to be influenced by younger, stronger and fresher minds. The continuance of such teachers is a serious injustice to the pupils under their charge, and yet it is considered a hardship to dismiss them.

The city charter was amended by the last Legislature to provide for the creation of a teachers' retirement fund. The fund is made by deducting one per cent. of the annual salaries of teach-

ers. Any male teacher who has served for 30 years, and any female teacher who has served 25 years may be retired by the proper educational authorities and become an annuitant of the fund, the amount received not to exceed \$600 in any case nor more than one-half of the salary paid to the teacher at the time of retirement.

A beginning has been made in the direction of manual training in our schools. Two shops in different parts of the city have been fitted up for instruction in drafting and wood-working for pupils of the higher grades of the grammar schools and facilities for this work will be gradually extended. Instruction in needle-work has also been introduced in the fifth and sixth grades of practically all public schools.

The reorganization of the departments of music and drawing, begun in September, 1894, has resulted in a marked improvement in interest and effectiveness. Formerly two grades only enjoyed the benefits of instruction in drawing. During the past year the course has been extended so as to include all grades below the ninth. Instruction in music has been given in all grades of all schools.

An important change has been made in regard to special teachers, which is sure to prove of great advantage. According to the new plan these teachers lay out the work in their special subjects, instruct the teachers at the grade meetings, and visit the schools as often as possible, not mainly to instruct the children, but to see that the instruction is properly attended to. The special teachers can not possibly meet 40,000 or 50,000 children often enough to secure any satisfactory progress, and success can never be assured until the regular teachers are made largely responsible for such subjects as penmanship, music and drawing. This plan makes it the important business of special teachers to instruct, direct and inspire the regular teachers.

From my entrance upon the duties of superintendent, I have had a conviction that an improvement was possible in the quality and methods of the supervisory work. This conviction led me to recommend the appointment of a woman to undertake the task of improving the teaching in the primary grades. The result has been a steady and gratifying improvement, which I am sure has been generally recognized.

I have recently provided for the employment of an assistant to be known as the supervisor of grammar grades. He will have charge of the general work of the upper grades of the grammar schools. In order that the educational work of a large city may be carried on with the highest effectiveness it is necessary that the superintendent should know what is going on in the schools and how each teacher is doing his or her work. He can not gain

this intimate knowledge by personal inspection in a city where 1,100 teachers are employed. Hence the necessity for supervision by expert men and women in whose skill and judgment he has confidence and who understand the policy which he is trying to carry out. I anticipate excellent results from all these changes in the methods of supervision.

COHOES

GEORGE E. DIXON, *Superintendent*

Population of city, July 31, 1896 (estimated).....	25,000
School population (5 to 18 years), July 31, 1896.....	7,088
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	2,783
Number of pupils under 5 years of age enrolled in kindergartens.....	None.
Aggregate days of attendance in all public schools of city.....	396,944
Average daily attendance.....	2,025
Per cent. of daily attendance on total net enrollment,	72.7
Average membership (number belonging).....	2,144
Per cent. of daily attendance on average membership,	94.5
Number of school buildings.....	12
Number of sittings.....	2,544
Number of pupils in attendance at high school.....	110
Assessed valuation of city, real and personal.....	\$11,130,620
Expenditures for all school purposes September 1, 1895, to September 1, 1896.....	\$52,808.37
Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$19.33
Number of evening schools.....	12
Number of pupils in evening schools.....	337
Number of kindergartens, public, 2; private, none...	2
Number of pupils in kindergartens, public, 135; private, none	135

Parochial schools were opened at the beginning of the past school year which drew many children who had previously attended the public schools. Notwithstanding, there has been no material decrease in the average daily attendance. This has been due to a more effective enforcement of the Compulsory Law, and I believe the attendance for the coming year will, for the same reason, be still larger.

Only two changes in text-books were made; physiologies, to comply with the Temperance Law, and geographies. The former has proved a needless, burdensome expense upon parents without adequate return of increased knowledge among our pupils. The latter has added an interest which our pupils have never possessed in this subject.

The uniform examinations have received the consideration of our teachers and of a large number of the members of the board of education. They are looked upon with greater favor than in former years. I trust they will be adopted in the near future.

A course of lectures was maintained by our teachers, consisting of a series of 10 on child culture, given by Lucretia Willard Treat, and of others, on various subjects, given by Mrs. L. Pruce, Mr. Finegan of the State Department and others.

The new work in visual instruction has added interest and enthusiasm to the study of geography. It has been difficult to bring it before so many children, our school buildings having no large assembly rooms. No attempt was made to deliver these lectures before the public.

Two new buildings of brick have been added the past year, a handsome four-room building in a new portion of the city, which is the pride of the people dwelling near it, and an eight-room building in an overcrowded portion of the city which relieves the schools in its vicinity.

More has been done than formerly to establish the proper connection between school and home. Every effort has been made to draw parents into the schools, to the regular daily exercises, or upon days when special exercises were held. Many teachers have been influenced to visit the homes of all their pupils.

CORNING

LEIGH R. HUNT, *Superintendent*

Population of district, July 31, 1896 (estimated)....	9,500
School population (5 to 18 years), census of 1895....	1,769
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	1,630
Number of pupils under 5 years of age enrolled in kindergartens.	
Aggregate days of attendance in all public schools of district.	236,935
Average daily attendance.....	1,247
Per cent. of daily attendance on total net enrollment.	76
Average membership (number belonging).....	1,327
Per cent. of daily attendance on average membership,	94

Number of school buildings.....	3
Number of sittings.....	1,526
Number of pupils in attendance at high school.....	101
Assessed valuation of district.....	\$2,850,000
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$56,193
Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$34.47
Number of evening schools.....	
Number of pupils in evening schools.....	
Number of kindergartens, public, none; private, none.....	
Number of pupils in kindergartens, public, none; private, none.....	

The main item of expenditures given above is \$27,649, spent in erecting a six-room annex to our central school building, and in adapting the latter structure to the new conditions. The additional rooms will enable us to reduce the average number of pupils in daily attendance per teacher. During the entire year the average, including all grades, was 44; omitting the academic grades, the average was 48. The work, however, must have been made attractive by the teacher, as the percentage of attendance reached 94.

DUNKIRK

J. W. BABCOCK, *Superintendent*

Population of city July 31, 1896 (estimated).....	12,000
School population (5 to 18 years), July 31, 1896 (last biennial census; no other record).....	3,162
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	1,555
Number of pupils under 5 years of age enrolled in kindergartens.....	17
Aggregate days of attendance in all public schools of city.....	230,198
Average daily attendance.....	1,174
Per cent. of daily attendance on total net enrollment.....	75
Average membership (number belonging).....	1,216
Per cent. of daily attendance on average membership.....	96
Number of school buildings.....	9
Number of sittings, about.....	1,300
Number of pupils in attendance at high school.....	90
Assessed valuation of city, real and personal.....	\$2,015,301
Expenditures for all school purposes, July 31, 1895, to August 1, 1896.....	\$34,791.33

Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$22.37
Number of evening schools.....	
Number of pupils in evening schools.....	
Number of kindergartens, public, 1; private, none..	1
Number of pupils in kindergartens, public, 39; private, none.....	39

During the past year, two elegant and substantial school buildings have been erected in this city. These are the high school building and school No. 10, in the First ward. Although both of these structures are really additions to older buildings, still the work of renovation has been so extensive and complete, that they are substantially new in every detail. School No. 10 is built of brick, two stories in height, and fitted with the best modern appliances, and furnishes ample accommodations for 250 primary and intermediate pupils. The high school building is an imposing structure three stories high, with a frontage of 132 feet, made of brick, with Medina stone trimmings, heated, lighted and ventilated by the most approved methods. In the basement is the boiler room, play rooms, toilet room, etc. The entire third floor is given over to an audience room, stage and dressing-rooms, with a seating capacity of 1,812 opera chairs. The building will accommodate about 600 students. The first floor is devoted to the academic department, and consists of a large study room; a training class room, three recitation rooms, library and reading-room, office of superintendent and board of education and chemical and physical laboratories, perfectly supplied with apparatus and conveniences for all experimental practice.

The second floor, consisting of two large study rooms and six recitation rooms, is used by the junior and senior grammar departments. The building with furniture and fittings cost about \$52,000.

The Compulsory Education Law has been quite thoroughly enforced and that, too, with no serious opposition on the part of parents or children. It is estimated that at least 100 children in this city are attending school who would otherwise go through life without the advantages of an education.

ELMIRA

E. J. BEARDSLEY, *Superintendent*

Population of city, July 31, 1896 (estimated).....	40,000
School population (5 to 18 years), July 31, 1896, (estimated)	7,500

Total net enrollment in public schools of pupils between 5 and 18 years.....	5,626
Number of pupils under 5 years of age enrolled in kindergartens.....	
Aggregate days of attendance in all public schools of city.....	896,094
Average daily attendance.....	4,620
Per cent. of daily attendance on total net enrollment..	82.1
Average membership (number belonging).....	4,790
Per cent. of daily attendance on average membership.	96
Number of school buildings.....	12
Number of sittings.....	6,100
Number of pupils in attendance at high school.....	375
Assessed valuation of city, real and personal.....	\$16,407,788
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$129,527.20
Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$23.02
Number of evening schools.....	
Number of pupils in evening schools.....	
Number of kindergartens, private.....	1
Number of pupils in kindergartens, private.....	11

The number of pupils registered in the public schools for the last year exceeds the number for the next preceding year by 306, and the average attendance was greater by 317. These figures probably indicate two things: The growth of the city, and the effect of the Compulsory Attendance Law. The Compulsory Law has been carefully enforced and the authorities have met with but slight opposition in carrying out its provisions. The results have been good.

The city built two new schoolhouses, one with seating capacity for 600 pupils, and one for 400.

The work of the schools has been reasonably successful as measured by the promotions of pupils and their regular and punctual attendance. The work in drawing and music has been especially excellent.

GLOVERSVILLE

JAMES A. ESTEE, *Superintendent*

Population of city, July 31, 1896 (estimated).....	15,000
School population (5 to 18 years), July 31, 1896.....	3,373
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	3,031

Number of pupils under 5 years of age enrolled in kindergartens. . . . .	.....
Aggregate days of attendance in all public schools of city.	471,145
Average daily attendance.	2,404
Per cent. of daily attendance on total net enrollment.	78
Average membership (number belonging). . . . .	.....
Per cent. of daily attendance on average membership. . . . .	.....
Number of school buildings.	9
Number of sittings.	3,104
Number of pupils in attendance at high school.	273
Assessed valuation of city, real and personal.	\$4,306,589
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.	\$59,945.79
Average expenditure for all purposes per pupil enrolled, based on net enrollment.	\$19.77
Number of evening schools. . . . .	.....
Number of pupils in evening schools. . . . .	.....
Number of kindergartens, public, 4; private, 1.	5
Number of pupils in kindergartens, public 411; private, 20.	431
Expenditures for all school purposes less amount expended from sale of bonds.	\$45,353.68
Actual cost to the city per pupil, based on average daily attendance.	\$18.86

Our average daily attendance has been 179 greater than for the year previous, and at the close of the year 58 teachers were employed.

COMPULSORY LAW

The enforcement of the Compulsory Law has been successfully accomplished and with but little friction, only two temporary arrests having been necessary. Of the total school population (3,373), 3,031 have attended the school some portion of the year. The salutary effects of this law are very apparent in our city. Many children who previously have been detained for work, or who, through the negligence and inattention of parents have been irregular in attendance, are for the first time regular attendants at school. One of the city policemen is employed as a truant officer, who each day investigates all cases of truancy. The children who have been brought into school by the enforcement of the Compulsory Law have not seriously detracted from the order and discipline of the school, and the teachers have manifested tact and interest in dealing with this class of pupils.

It seems to me, however, that the law would be rendered more effective if a truant school or schools were established and main-

tained at State expense to which habitual truants or pupils, whose conduct is a menace to the welfare of other children, could, for a time, be committed. This course would be especially advantageous to smaller cities where the city authorities naturally hesitate to increase the taxation for the maintenance of truant schools or for the support of incorrigible pupils in the truant schools of other cities.

During the first part of the year we were unable to secure adequate room for the increased attendance, and our average daily attendance per teacher was thereby somewhat increased. A new ward building, which is nearly a model building of its kind, was completed in time for the commencement of the spring term.

The general work of the schools is greatly improved. This is particularly noticeable in the primary and intermediate grades. The basis of the language work in these departments is the study of nature and science. At the teachers' meetings a definite plan for this work is outlined for each month which is carried into effect throughout the schools, and unusual interest is manifested in the structure, growth and characteristics of animal and vegetable life. The teachers realize that one great mission of our schools is to teach the children to appreciate beauty, to derive pleasure from their surroundings, and to confer happiness upon others. A practical object-lesson was given on Thanksgiving day, when a large quantity of provisions was contributed by the schools and judiciously distributed among the needy.

In class work the teachers have been more successful in teaching the children to comprehend the object of their work. In each step of the course principles are laid down which the children readily understand, then simple examples and illustrations are given, and they learn what to do, how to do it, and why they do it. A degree of thoroughness is obtained not witnessed before since my connection with the schools. Comparing the written work submitted by the pupils at the close of the year with that of similar grades of two years ago great improvement in comprehension and facility of expression is evident. Supplementary reading has proved to be of great efficiency. A discriminating taste in the choice of books is cultivated and the reading habit is becoming more firmly established with each year. Encouraged and assisted by the teachers, the pupils have been led to draw largely from the public library. The number of volumes drawn for school use last year was 1,235, which does not include the home reading of the pupils which is inspired and influenced by the teachers. Training in the use of library privileges has become a regular part of the school work as explained in detail in a paper given at the last Regents' convocation in Albany.

HIGH SCHOOL

The requirements for graduation from the high school have been increased and the course of study has been revised to meet the requirements of the State Department for those who may become teachers after the year 1893, the requirements of the Board of Regents' for diplomas, and the requirements for entrance examinations of the best colleges. It is now possible to say that students can secure in Gloversville a thorough preparation for either Harvard or Yale.

HORNELLSVILLE

W. R. PRENTICE, *Superintendent*

Population of city, July 31, 1896 (estimated).....	12,000
School population (5 to 18 years), July 31, 1896.....	2,546
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	2,082
Number of pupils under 5 years of age enrolled in kindergartens.	
Aggregate days of attendance in all public schools of city.....	290,469
Average daily attendance.....	1,497
Per cent. of daily attendance on total net enrollment..	72
Average membership (number belonging).....	1,712
Per cent. of daily attendance on average membership..	87
Number of school buildings.....	5
Number of sittings.....	2,345
Number of pupils in attendance at high school.....	333
Assessed valuation of city, real and personal.....	\$4,444,232
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$34,316.62
Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$16.47
Average expenditure for instruction and supervision..	\$11.06
Number of evening schools.....	
Number of pupils in evening schools.....	
Number of kindergartens.....	
Number of pupils in kindergartens.....	
Number teachers employed.....	39

The year has been unmarked by any change of special importance. We have plenty of school-room except in our academic department, where we are crowded with pupils and employ nine teachers. We still pursue the policy of making entrance to this department easy,

believing it wise to give as many as possible the benefit of some training in the secondary studies. As a result 16 per cent. of our pupils are pursuing higher studies.

PROMOTIONS

We still keep no record of standings, spend no time in set examinations, but promote at any time, whenever a pupil is found able mentally, and strong enough physically, to do more advanced work. Many pupils in this way regain position, lost by necessary absence from school.

For the first time we have had a course laid out in nature study for each grade and for each month in the year. In this course we have aimed to secure observation, language and drawing. We have encountered two difficulties; lack of knowledge in teachers, and insufficient books of reference. Only in one particular can I say that it has been of signal benefit; it has sent all the children of the town in pursuit of certain insects that are destroying our shade trees.

Our people have loyally sustained us in the enforcement of the Compulsory Attendance Law. We have employed an efficient officer for the entire year, and he has looked up all cases of truancy, made some arrests of truants, served many notices on parents, and we have sent four boys to the Rochester Reform School.

HUDSON

J. MACE SMITH, *Superintendent*

Population of city, July 31, 1896 (estimated).....	10,000
School population (5 to 18 years).....	No data
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	1,396
Number of pupils under 5 years of age enrolled in kindergartens.....	.....
Aggregate days of attendance in all public schools of city.....	213,231
Average daily attendance.....	1,049
Per cent. of daily attendance on total net enrollment..	75
Average membership (number belonging).....	1,075
Per cent. of daily attendance on average membership,	97
Number of school buildings.....	4
Number of sittings.....	1,428
Number of pupils in attendance at high school.....	66
Assessed valuation of city, real and personal.....	\$5,141,440
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$19,123.64

Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$13.69
Number of evening schools.....	None
Number of pupils in evening schools.....	None
Number of kindergartens, public, none; private, 1....	1
Number of pupils in kindergartens, public none; private, 5.....	5

The registration this year shows a small increase over that of the preceding year. The registration for the year ending in 1895 was 1,325; that for 1896 was 1,396.

The Compulsory Law has been enforced too short a time and in too mild a manner to see very decided effects as yet. An attendance officer was appointed January, 1896, for the first since the law was passed; and the few months that it has been operating, is too short a time to judge of its efficiency. There is no question about its being efficient if properly administered. It has not operated to increase registration so much as to secure a more regular attendance on the part of those who are usually careless and inattentive.

The schools were closed one day to permit the teachers to attend the teachers' institute which was held at Germantown the last week in October. Miss Eggleston came to Hudson one evening during the institute and gave a talk to the teachers. Miss Eggleston is a great favorite wherever she speaks. The schools were also closed one day in May to enable teachers to attend the institute at Chatham.

There were only four teachers who were normal school graduates, and two others who had first grade uniform examination certificates employed during the year. I believe the State should issue certificates to all teachers on whose account any district or city receives a quota from the State school money. This would do away with many irregularities and improve the teaching force of most cities.

ITHACA

H. W. FOSTER, *Superintendent*

Population of city, July 31, 1896 (estimated).....	12,000
United States census, 1890.....	11,079
State census, 1892.....	13,460
School population (5 to 18 years), July 31, 1896.....	2,300
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	1,881
Number of pupils under 5 years of age enrolled in kindergartens.....	

Aggregate days of attendance in all public schools of city, 5 to 18 years	297,068
Average daily attendance, 5 to 18 years.....	1,531
Per cent. of daily attendance on total net enrollment..	81.5
Average membership (number belonging), 5 to 18 years,	1,586
Per cent. of daily attendance on average membership,	96.4
Number of school buildings.....	6
Number of sittings.....	1,987
Number of pupils in attendance at high school.....	293
Assessed valuation of city, real and personal.....	\$3,180,815
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$42,043.81
Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$22.35
Number of evening schools.....	.....
Number of pupils in evening schools.....	.....
Number of kindergartens, public, none; private, 2...	2
Number of pupils in kindergartens, public, none; private, 76.....	76

The total enrollment in our schools including non-residents and those over 18 years of age was 2,081. The number of non-residents was 116, who paid in tuition \$2,641.35. The increase in attendance by reason of the Compulsory Education Law was rather more than was expected. Its influence appeared particularly in the fourth and fifth grades, where a striking increase in the registration occurred. In these grades unusually large children were attending the classes among the smaller children. They would not have been in school, but for the law, and had probably been very irregular in attendance before.

The increase in attendance caused an overcrowding of rooms already barely adequate. To relieve the pressure a building adjoining the high school has been purchased, and remodelled into a very good school building of four regular school rooms, accommodating 36 pupils each. There is in it also a smaller room which we call our "ungraded room." To this we assign those who can not get along with their regular teachers, and those who persist in truancy.

This ungraded room, located in another place during the past year, has been a very great help indeed in many ways. It has relieved teachers from the annoyance and from the care of unruly pupils, made it possible to give such characters personal attention, prevented much contamination of other children, saved the necessity of sending any away to a truant school in some other city or making expensive provisions for a regular truant school here, and made the discipline throughout the city much easier to maintain.

In nearly every case, the children assigned to this room were out of harmony with the ordinary school because of poverty and unfavorable conditions at home. It has happened with us that really incorrigible characters have been removed to a penal institution for the commission of some petty crime. This school room is well fitted up, and we spare no pains to avoid causing these children to feel that they are any less favored than others, and to make them love the school.

The high school graduated the largest class in its history, numbering 84. It is not likely that we shall soon have so large a class again, since the course has been raised to four full years, to meet the recent advance made by the regents. The teachers' training class was small, but of very good material. Twelve out of the 16 in the class received certificates. We shall not have a training class the present year. The school is overcrowded with regular pupils, and the terms offered by the State are not sufficient inducement to warrant the additional expense necessary to maintain such a class here at present. The question is therefore settled without much reference to the arguments as to whether it is the duty of the city to provide professional training for its resident pupils; whether it is its duty to provide trained teachers for the surrounding districts; and whether it may not be better for the city to draw on normal graduates for the filling of vacancies, rather than to have it understood that local candidates with local preparation must be provided with the places.

In most departments of our schools very excellent work was done during the year, but there is plenty of opportunity for improvement. We need somewhat more room, and we need the kindergarten. During the present year, we shall make an effort to improve in the quality of the teaching, in the broadening of the culture of the teachers, in the adaptation of the school reading so that its content shall have a definite aim in the education of the child, in child study and closer attention to individuals. There has been no difficulty in securing thorough drill and regularity of attendance. It is our desire to retain the thoroughness of past work, and yet allow a broader and deeper view of life to enliven study and affect the character.

In order to be able to answer with some degree of confidence certain educational questions so far as this city is concerned, we have made a card catalogue of all our pupils, which shows the result of the study of each individual by the teacher, the age, the grade, how many times over the work and the teacher's opinion as to the cause of failures, the dropping out from school and the cause. Already we find it an invaluable aid in locating pupils quickly, in understanding the individual cases which are sent to us for correction, and otherwise. In time we hope to find in it

some light as to the proper age to allow pupils to begin the primary work; as to results in character produced by various teachers; as to the places in our course of study which need modification; as to the reason why nearly one-half of our pupils below the high school are in the first three years; as to why there are about twice as many in the first year as in the third; as to the number of children who can be properly taught by one teacher; as to the amount of defects in sight and hearing, and whether they diminish or increase from year to year or are affected by the conditions in certain rooms; as to why our children drop out of school. The card for each child will follow his school life from beginning to end, showing his promotions his teachers and the changes which appear in his character if any. The child study required of the teacher in making the report for these cards is of very great importance.

JAMESTOWN

ROVILLUS R. ROGERS, *Superintendent*

Population of city, July 31, 1896 (estimated).....	20,000
School population (5 to 18 years), July 31, 1896.....	4,404
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	3,722
Number of pupils under 5 years of age enrolled in kindergartens.	101
Aggregate days of attendance in all public schools of the city	554,119
Average daily attendance.....	2,952
Per cent. of daily attendance on total net enrollment.	75
Average membership (number belonging).....	3,210
Per cent. of daily attendance on average membership.	92
Number of school buildings.....	12
Number of sittings.....	3,676
Number of pupils in attendance at high school.....	463
Assessed valuation of city, real and personal.....	\$5,267,650
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$62,424.45
If expenditure for new buildings is included.....	\$131,791.21
Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$15.92
If expenditure for new building is included.....	\$33.60
Number of evening schools	
Number of pupils in evening schools.....	
Number of kindergartens, public, 4; private, none..	4
Number of pupils in kindergartens, public, 322; private, none	322

Since the close of school in June, 1895, considerable additions have been made to two district schools, one new eight-room building has been erected, and a thorough system of ventilation has been put in operation in the old high school building. At the present time there is in process of construction what is in name an addition to the high school building, but in fact a new building. This, together with the east wing of the old building, will constitute the future quarters of the high school. The former high school building will be used for the grammar school, to which use it is, in most respects, admirably adapted. The new high school building contains two large study halls (59x72) and a gymnasium of the same size. There is abundant provision for offices, teachers' room, wardrobes, lavatories, recitation rooms, laboratories, the department of manual training and the library. Although the old and new structures are so arranged that they may be used as separate buildings, their connection is such that the privileges of the library, the gymnasium and manual training rooms may be shared by both schools. The cost of the new high school will be over \$50,000 and the cost of all the buildings and improvements above mentioned will amount to about \$95,000.

No pains have been spared by the board of education to embody in these buildings the most approved ideas of modern school construction. While the external appearance has, by no means, been neglected, all architectural effects have been subordinated to the required arrangement of rooms, the system of ventilation and the proper amount and distribution of light. The general result is such as to give cause for pride and satisfaction to all concerned.

KINDERGARTENS

From the small beginnings in a single room three years ago, the kindergarten has so grown in public favor that during the year more than 300 children attended the five kindergartens, and next year kindergartens will be in operation in nine school buildings. Only two schools, and these the smallest in the city, will be without kindergartens. In these the conditions do not permit their introduction, but many of the children can attend the kindergartens in neighboring schools. Our circumstances do not permit the admission of many children under 5 years of age, so the kindergarten is practically a substitute for the first year in the primary, as children have heretofore been admitted at 5 years. Two years' experience has demonstrated that this year's work is of more value as a preparation for primary work than the same time given to the ordinary school routine, and as a result one year has been taken from the required time in the primary school.

COMPULSORY LAW

An efficient attendance officer has been at the service of the superintendent whenever required, and thoroughgoing measures have been taken to enforce the provisions of the law. More reliance, however, has been placed upon a careful explanation of the law and upon efforts to arouse the pride and natural affection of parents than upon the penalties of the law. Naturally these motives do not appeal to all and in a few instances, happily, only a few, parents and employers have been summoned before the magistrates. The fact that the previous laws concerning attendance and vagrancy had been fairly well enforced, make it comparatively easy to enforce the present. Our ideal is to make education so popular and so much a matter of necessity, that none but the vagrant and criminal classes will think of depriving their children of the least of its opportunities. The most serious problems in connection with the enforcement of the law arise from those cases of sickness and poverty of parents where the strict enforcement of the law would cause great hardship. We undertake to see that no child shall be detained from school for lack of suitable clothing, but the need of a child's services at home is a condition for which we have no remedy but a temporary excuse from school.

In general the work of the year has been successful, and especially in primary reading, writing, and nature-study we claim a marked advance. We have in successful operation many of the methods recommended by the exponents of the new education. Our courses of study are rich and full of material to arouse and interest the pupil. We think that our proper work is now to test the value of these innovations rather than to seek for further changes.

JOHNSTOWN

WM. S. SNYDER, *Superintendent*

Population of city, July 31, 1896 (estimated)	10,000
School population (5 to 18 years), July 31, 1896	1,993
Total net enrollment in public schools of pupils between 5 and 18 years of age	1,785
Number of pupils under 5 years of age enrolled in kindergarten	None
Aggregate days of attendance in all public schools of city	263,339
Average daily attendance	1,350
Per cent. of daily attendance on total net enrollment . .	75
Average membership (number belonging)	1,515
Per cent. of daily attendance on average membership,	90

Number of school buildings.....	5
Number of sittings.....	2,046
Number of pupils in attendance at high school.....	153
Assessed valuation of city, real and personal.....	\$2,730,000
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$32,186.79
Average expenditures for all purposes per pupil enrolled, based on net enrollment.....	\$17.85
Number of evening schools.....	None
Number of pupils in evening schools.....	None
Number of kindergartens, public none; private, 1....	1
Number of pupils in kindergartens, public none; private, 15.....	15

In compliance with the request of the State Superintendent of Public Instruction, I submit the following report of the public schools of the city of Johnstown, for the school year ending August 31, 1896:

The schools of the city of Johnstown consist of three departments—primary, grammar and academic. These are all under the control of the Board of Education, and the immediate direction of the city superintendent. The steady growth of our schools is a cause of congratulation and encouragement. The people of Johnstown rely upon them for the education of their children, and take an interest in their welfare, and manifest a pride in their success.

Our schools are just what the teachers make them; the measure of the teachers' ability and sincerity is also the measure of the success or efficiency of our schools. Costly apparatus and fine houses will in nowise change the proverb, "As the teacher, so the school." Nor will the lack of these things render the good teacher's efforts of any avail.

KINGSTON

CHARLES M. RYON, *Superintendent*

Population of Kingston school district, July 31, 1896 (estimated).	13,000
School population (5 to 18 years), July 31, 1896.....	2,836
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	2,253
Number of pupils under 5 years of age enrolled in kindergartens.....	None.
Aggregate days of attendance in all public schools of Kingston school district.....	309,208
Average daily attendance.....	1,530

Per cent. of daily attendance on total enrollment....	70
Average membership (number belonging).....	1,667
Per cent. of daily attendance on average membership,	92
Number of school buildings.....	5
Number of sittings.....	1,929
Number of pupils in attendance at high school.....	271
Assessed valuation of city, real and personal.....	\$6,710,945
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	*\$37,683.86
Average expenditure for all purposes, per pupil en- rolled, based on net enrollment.....	\$15.15
Number of evening schools.....	None
Number of pupils in evening schools.....	None
Number of kindergartens, public, none; private, none.....	None
Number of pupils in kindergartens, public, none; pri- vate, none.....	None

The attendance upon these schools was the largest in their history, and the result of the year's work was never more satisfactory.

No change of importance was made in their course of instruction nor in their organization. This course is fourteen years—nine in the elementary schools and four in the high school, with a post graduate course of one year.

Increased attendance, caused in part by the Compulsory Education Law, has made more school accommodations necessary, and the Kingston board of education is having erected an eight-room school building, with all modern improvements, to cost, when completed and furnished, about \$22,000.

A manual training school, an evening school and several kindergartens would be beneficial to our people.

LITTLE FALLS

THOMAS A. CASWELL, *Superintendent*

Population of city, July 31, 1896 (estimated).....	9,500
School population (5 to 18 years), July 31, 1896.....	2,100
Total net enrollment in public schools of pupils be- tween 5 and 18 years of age.....	1,211
Number of pupils under 5 years of age enrolled in kin- dergartens.....	None
Aggregate days of attendance in all public schools of city.....	175,992

*\$3,500 paid for new schoolhouse site is not included in average expenditures per pupil.

Average daily attendance.....	917
Per cent. of daily attendance on total net enrollment,	75
Average membership (number belonging).....	978
Per cent. of daily attendance on average membership,	93.77
Number of school buildings.....	4
Number of sittings.....	1,260
Number of pupils in attendance at high school.....	116
Assessed valuation of city, real and personal.....	\$1,394,955
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$24,647.37
Average expenditure for all purposes, per pupil en- rolled, based on net enrollment.....	\$20.28
Number of evening schools.....	None
Number of pupils in evening schools.....	None
Number of kindergartens, public, none; private, 1..	1
Number of pupils in kindergartens, public, none; private, 6.....	6

During the past year we have employed 27 teachers. Of these 2 have held college graduate certificates, 16 have normal school diplomas, 8 hold first-grade commissioner's certificates and 1 has a State certificate. The professional spirit shown by our teachers has been very commendable. All have worked together to build up the schools, and none have been satisfied with anything but the best results.

From time to time we have had exhibits of the regular work done in our schools. This feature of our work has proven very satisfactory. It has enabled the patrons and all interested in the schools to get a better idea of the work done, and it has done much to stimulate both teachers and pupils to be more painstaking and accurate. The work of an entire class is placed on exhibition just as it is handed in by the pupils. This juxtaposition of the good, bad and indifferent seems to have a desired effect.

Our public schools are still lacking in several important features. Most prominent among these are the public kindergartens, which we hope some day to have.

LOCKPORT

EMMET BELKNAP, *Superintendent*

Population of city, July 31, 1896 (estimated).....	19,000
School population (5 to 18 years), July 31, 1896 (esti- mated).....	4,000
Total net enrollment in public schools of pupils be- tween 5 and 18 years of age.....	2,999

Number of pupils under 5 years of age enrolled in kindergartens	None
Aggregate days of attendance in all public schools of city	460,786
Average daily attendance	2,392
Per cent. of daily attendance on total net enrollment . .	75
Average membership (number belonging)	2,548
Per cent. of daily attendance on average membership,	93.85
Number of school buildings	9
Number of sittings	3,992
Number of pupils in attendance at high school	399
Assessed valuation of city, real and personal	\$6,656,030
Expenditures for all school purposes, September 1, 1895, to September 1, 1896	\$66,268.67
Average expenditure for all purposes per pupil enrolled, based on net enrollment	\$20.89
Number of evening schools	None
Number of pupils in evening schools	None
Number of kindergartens, public, none; private, 1	1
Number of pupils in kindergartens, public, none; private, 20	20

The school population (4 to 21 years) as reported by the school census taken in October, was 4,617. The enumeration, though doubtless made by the several enumerators as carefully as possible, was not entirely correct, as was shown by the fact that, during the month in which the enumeration was taken, nearly two hundred more children were in attendance at public schools than were so enumerated; and the enforcement of the Compulsory Attendance Law during the year also brought to light a good many children whose names had been inadvertently omitted from the enumeration. The whole number of pupils attending the public schools of the city during any portion of the year was 3,172, an increase of 107. The number of pupils reported as having attended at denominational and private schools during any portion of the year was 764.

Clothing was supplied, by special provision, to 85 children to enable them to attend school as the Attendance Law required. Of these 22 were clothed by private, and 84 by public aid, under the supervision of the attendance officer. There were doubtless many other cases in which children were assisted to clothing, and thus kept in school, by private benevolence. The children supplied with clothing were—almost without exception—very studious and regular in attendance, and made good progress in learning. The Attendance Law was systematically, positively, but tolerantly enforced. Only good results have followed its enforcement, and now that its provisions are more fully known and understood, and

the good it is capable of accomplishing is somewhat better realized by all classes of people, its enforcement should be effected with more promptness and decision, though without harshness or lack of consideration.

The ungraded school proved to be of positive assistance to the other schools, and to the few boys who were required to attend there. Those who were assigned to the ungraded school for truancy at other schools attended the ungraded school with much greater regularity. Several boys were permitted to attend the ungraded school by their own or their parents' request. They made good progress in learning.

A number of boys who should, for their own and others good, have been transferred to the ungraded school were retained at the regular schools in deference to the entreaties of their parents. Those boys made much extra, useless work for teachers, superintendent and attendance officer; and injured the schools they attended by truancy, disobedience and evil example. The consideration shown them, in most cases, proved ineffectual; and the greatest good to the greatest number will require that at the opening of the fall term such lads be placed in the ungraded school, until their reformation shall have become apparent.

There was an increase of fifty-five and one-half cents (\$0.55½) in the average expenditure per pupil, for all purposes, over that of the previous year. This increase was due to the completion and equipment of the new West Avenue building, the cost of the school census, and the enforcement of the Compulsory Attendance and other State laws. The new school building referred to was occupied about October 30, 1895. It is illustrated in your annual report for 1896, and is the result of an attempt of our board to erect a model, six-room, primary school building.

The old union school building, built in 1847 and left unoccupied in 1891, when a new union school building was completed, and reoccupied in 1893 as an intermediate grammar school, will be remodelled and refitted during the summer of 1897. When this shall have been done it will be a matter of difficulty to find anywhere an industrial city with more adequate or comfortable public school buildings.

The progress of classes in their respective studies was as encouraging as usual. Fifty-three pupils were graduated from the high school and fifteen from the commercial school. A majority of the graduates of the high school will continue their education at college or at normal and special schools. Our board of education adopted the course of high school study for prospective teachers, approved by the State Superintendent of Public Instruction, and incorporated its provisions into the curriculum of the high school. Through this means vocal music has again become a feature of the

regular public school instruction in this city; a special instructor has been employed, and the work has been auspiciously begun.

At the annual meeting of the union school district, in October last, the question of free text-books was submitted to popular vote. A resolution favoring free text-books was carried by a vote of nearly eight in favor to one against. In compliance with that expression of public preference, the board has obtained legislative authority and has made provision for the free supply of text-books and materials in all schools and classes below the high school, beginning with the opening of the fall semester.

A teachers' training class of eleven members was instructed during the year. The size of this city and its relation to education in this locality are such that it was thought best to organize and carry on this work under the supervision and regulations of the Department of Public Instruction, pertaining to teachers' training classes in union schools and academies. The training class work was earnestly and successfully performed, and the 11 members of the class secured training class certificates. A larger and well prepared class has been enrolled for the ensuing year.

Principal Hayward, assisted by Professor Randall, gave several of the series of illustrated lectures arranged for by State authority, before the teachers and pupils of the high and advanced grammar schools.

No one of our school buildings contains a lighted hall or auditorium in which evening lectures might be given, hence it has been impracticable to have any of those lectures repeated for the benefit of pupils in other schools, or for adult citizens. The Board of Education is considering the feasibility of lighting the assembly room of the high school, that such a room for evening lectures may be available.

The meeting of the National Education Association at Buffalo, in July, was a stimulus to our teachers in their work during the year and nearly all of them attended the sessions. More than 50 of them attended as members of the association. A large proportion of our teachers have attended the courses of university extension lectures that have each year been given here during four years past. The course given during the past year was on Shakespeare, by Prof. J. H. Gilmore, of Rochester. Early in the second year a portion of the teachers secured and attended two series of lectures by Mrs. Frances M. Haberly. The first course was upon the Artists and Art of the Renaissance. The second was on Mythology. The teachers' association continued its organization and its professional and social meetings. Such facts as are here mentioned, illustrate the enthusiasm, harmony and educational spirit of the body of teachers with whom it has been my good fortune to work,

and whose efficiency I have had occasion to mention in previous reports.

LONG ISLAND CITY

JOHN E. SHULL, *Superintendent*

Population of city, July 31, 1896 (estimated).....	46,000
School population (5 to 18 years), July 31, 1896.....	11,000
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	8,301
Number of pupils under 5 years of age enrolled in kindergartens (estimated).....	125
Aggregate days of attendance in all public schools of city	1,131,937
Average daily attendance.....	5,631
Per cent. of daily attendance on total net enrollment..	68
Average membership (number belonging).....	6,316
Per cent. of daily attendance on average membership,	89
Number of school buildings, 9 owned, 5 rented.....	14
Number of sittings, double desks, single desks and settees	6,720
Number of pupils in attendance at high school.....	177
Assessed valuation of city, real and personal.....	\$16,889,632
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$157,782.46
Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$19.01
Number of evening schools.....	None
Number of pupils in evening schools.....	None
Number of kindergartens, public, none; private, 3....	3
Number of pupils in kindergartens, public none; private, 200.....	200

MIDDLETOWN

JAMES F. TUTHILL, *Superintendent*

Population of city, July 31, 1896 (estimated).....	13,000
School population (5 to 18 years), July 31, 1896.....	2,931
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	2,032
Number of pupils under 5 years of age enrolled in kindergartens. . . . .	.....
Aggregate days of attendance in all public schools of city.	322,754
Average daily attendance.....	1,646

Per cent. of daily attendance on total net enrollment.	80
Average membership (number belonging).....	1,749
Per cent. of daily attendance on average membership.	94
Number of school buildings.....	6
Number of sittings.....	1,881
Number of pupils in attendance at high school.....	143
Assessed valuation of city, real and personal.....	\$3,000,950
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$42,045.40
Average expenditure for all purposes per pupil enrolled, based on net enrollment (net enrollment, 2,059).....	\$20.42
Number of evening schools.....	
Number of pupils in evening schools.....	
Number of kindergartens, public, none; private, 1....	1
Number of pupils in kindergartens, public, none; private, 10.....	10

In addition to the statistics already furnished, I send the following bearing on the question of attendance:

Year	Census	Net enrollment	Average attendance	Total days' attendance
1890	3,388	1,951	1,263	215,043
1891	3,468	1,779	1,337	254,576
1892	3,242	1,950	1,377	267,257
1893	3,275	1,974	1,391	267,259
1894	3,362	1,972	1,492	286,384
1895	3,419	2,184	1,568	301,050
1896 .....	.....	2,059	1,648	322,754

The attendance at the ungraded room to which we send truants and those whose conduct makes a change desirable is about 30.

The statistics show no unusual increase as a result of the working of the law, but personal knowledge of many children put into the ward schools as well as the truant school permits me to affirm that part of the increase in attendance is due to the operation of the law, and that greater regularity and longer terms of attendance are certainly the result in many cases. The ungraded room has done us a further service in the discipline and work of the graded rooms.

The stimulating effect of our admirable and imposing new high school building now in process of erection, upon the attendance and ambitions of pupils is already in evidence. We shall be able upon its completion, to take up the departmental plan of work in the higher grammar grades as well as the academic department and thus avail ourselves of the advantages of instruction in each subject by a special teacher; pupils will then continue longer under the charge of each of their several teachers than is now possible under the grade-room plan.

The broadening influence of many excellent teachers rather than one, the association with many rather than a few classmates, all working toward the same end under the most favorable environment, the generous support and encouragement of parents aspiring to give their children the best opportunities, go far toward creating an ideal condition for the pupil, and constitute an inspiration to the best efforts of each and everyone.

MOUNT VERNON

CHARLES E. NICHOLS, *Superintendent*

Population of city, July 31, 1896 (estimated)	20,000
School population (5 to 18 years), July 31, 1896	3,618
Total net enrollment in public schools of pupils between 5 and 18 years of age	3,309
Number of pupils under 5 years of age enrolled in kindergartens . . . . .	.....
Aggregate days of attendance in all public schools of city	451,117
Average daily attendance	2,245
Per cent. of daily attendance on total net enrollment,	68
Average membership (number belonging)	2,417
Per cent. of daily attendance on average membership	92.8
Number of school buildings	8
Number of sittings	2,707
Number of pupils in attendance at high school	139
Assessed valuation of city, real and personal	\$15,389,375
Expenditures for all school purposes, September 1, 1895, to September 1, 1896	\$113,013.32
Average expenditure for all purposes per pupil enrolled, based on net enrollment	\$34.15
Number of evening schools . . . . .	.....
Number of pupils in evening schools . . . . .	.....
Number of kindergartens, public, none; private, 3	3
Number of pupils in kindergartens, public, none; private, 74	74

At the beginning of the year another school building was opened in the eastern section of the city. Since the consolidation of the school districts of the city the people living on the outskirts have been obliged to send children a greater distance to school than was formerly necessary, and in order to furnish convenient accommodations this building was erected. The increase of population makes a continual demand upon us for new school

buildings, and for higher grades in the buildings where primary grades only are at present accommodated, and it is a matter of congratulation that both the board of education and the people of the city are willing to meet this demand, that the children may receive suitable instruction near their homes.

In September, 1894, No. 2, a building finished in February of that year, was used as a primary and intermediate school, the remaining class rooms and the assembly room being given to the high school, which was then first opened. In September, 1895, the demand for increased accommodation for the lower grades caused the removal of the high school to No. 7, the building then opened, and No. 2 became a school furnishing instruction in all grades below the high school. We find now, that the educational interests of the city demand the whole of No. 7 for lower grades, and before long this will also become a grammar school.

Notwithstanding the fact that it has had no permanent home, the high school has merited the approbation of the people of Mount Vernon. Feeling the need of a suitable place for the institution, the board of education asked the voters of the city at the school election in May for an appropriation for this purpose. Permission to issue bonds to the amount of \$60,000 was granted, and the plans and specifications having been prepared, I hope to report the erection of a high school building of which this city may well be proud when I submit my next report. The lot upon which this building is to be erected is already owned by the city so the whole appropriation will be spent for the edifice.

The views forwarded by the department for use in the schools of the city have been exhibited not only to the pupils of the various schools, but have furnished material for a portion of the course of evening talks given the citizens of this place under the auspices of the board of education. The value of these views in the schools has been, in my estimation, owing to the fact that the child has been taken beyond his immediate surroundings, and has been more impressed with the magnitude and importance of the State of New York and its various industries, than could well be done by other means. We have also used the views to some extent as a basis for composition work, with very satisfactory results.

The truant law has been well enforced during the year, the Superintendent and the attendance officer having the hearty cooperation of the authorities of the parochial school. It has been the aim, not to commit truants, but to bring them into the schools where they properly belong, and while it has been necessary to send some away, we congratulate ourselves that the number who were sent to institutions has been very small. We also are attend-

ing to the enforcement of the cigarette law, and congratulate ourselves upon the fact that few if any boys can be found smoking upon the streets.

A change in the principalship of one of our schools brought to us, at the beginning of the year, a gentleman who had had successful experience in manual training. Under his direction, this branch has been introduced into the school with which he is connected, and although a beginning was not made till February, the results have been very satisfactory. By a vote of the board the work is to be introduced, to some extent, into the other schools of the city. A kindergarten class is to be established in one of the schools at the opening of the year, and upon its success will probably depend the extension of the movement.

During the year, the board decided that nothing less than a second grade certificate would be accepted as a qualification to teach in our schools. The most of the teachers now appointed are normal graduates, but I am pleased to note that those of our teachers who are holding uniform certificates are striving for either a first grade or for the New York State certificate.

NEWBURGH

R. V. K. MONTFORT, *Superintendent*

Population of city, July 31, 1896 (estimated).....	25,000
School population (5 to 18 years), July 31, 1896.....	5,492
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	3,454
Number of pupils under 5 years of age enrolled in kindergartens.	26
Aggregate days of attendance in all public schools of city.	515,862
Average daily attendance	2,700
Per cent. of daily attendance on total net enrollment,	.78
Average membership (number belonging).....	2,848.5
Per cent. of daily attendance on average membership,	.94
Number of school buildings.....	6
Number of sittings.....	3,215
Number of pupils in attendance at high school.....	331
Assessed valuation of city, real and personal.....	\$10,030,600
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$80,963.85
Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$23.44
Number of evening schools.....	None

Number of pupils in evening schools.....	None
Number of kindergartens, public, none; private, 1.	1
Number of pupils in kindergartens, public, none; private, 26.	26

The Newburgh public schools show for the year ending June 30, 1896, a larger average attendance than at any previous time in their history. The average for the last five years has been as follows:

1892.....	2,588
1893.....	2,574
1894.....	2,619
1895*.....	2,348
1896.....	2,700

This is very gratifying in view of the distracting conditions with which they have been surrounded during the past two years.

At the annual meeting of the board, March 11, 1895, a deadlock occurred on the election of a president. This was finally broken; after 106 unsuccessful ballots, by an act of the Legislature, authorizing the mayor to appoint a ninth member. Such a contest must necessarily result in some degree of demoralization.

The Compulsory Education Law has worked very satisfactorily. Our manufacturing establishments have cheerfully complied with its requirements and we have had the hearty co-operation of our parochial schools.

With written consent of their parents six boys were taken before the recorder. One was committed to Westchester Temporary Home. He returned in July much improved in manner, and showing in his appearance satisfactory evidence of good treatment. Two were sent to the Mission of the Immaculate Virgin, Staten Island, with like favorable results. In three sentence was suspended.

Our greatest need in Newburgh is an ungraded school, not a truant school. For pupils above the age of fourteen, who from their own fault, the neglect of parents or adverse circumstances, have not attended school, there is no proper place in a graded school. Their pride revolts at being classified with pupils beneath them in size and years. To retain them in school means the constant application of the principle of compulsion. The results can hardly be expected to prove satisfactory. A school for such pupils should have the best teachers that can be obtained. Its appliances should not be in the slightest degree inferior to other schools. All of its surroundings should be attractive. Manual

*Result of vaccination contest.

training, use of hand tools, for boys, and sewing for girls, should be an important feature. Music also should have its proper place. Military drill would prove a desirable adjunct, mainly for its disciplinary power.

Above all else such a school should be free from the slightest suspicion of disgrace. Every effort should be made to impress upon the pupils' minds the fact that they were assigned to this school only for the reason that it was best adapted to their wants and was the place where they could get some good, however short their stay. That such a school could be made a success I have not the slightest doubt.

NEW YORK

JOHN JASPER *Superintendent*

Population of city, July 31, 1896 (estimated)	2,000,000
School population (5 to 18 years), July 31, 1896	480,000
Total net enrollment in public schools of pupils between 5 and 18 years of age	294,289
Number of pupils under 5 years of age enrolled in kindergartens . . . . .	.....
Aggregate days of attendance in all public schools of city	39,289,092
Average daily attendance	195,283
Per cent. of daily attendance on total net enrollment . .	66
Average membership (number belonging)	214,811
Per cent. of daily attendance on average membership .	91
Number of school buildings	156
Number of sittings	239,868
Number of pupils in attendance at high school . . . . .	.....
Assessed valuation of city, real and personal	\$2,106,484,905
Expenditures for all school purposes, September 1, 1895, to September 1, 1896	\$7,036,181.40
Average expenditure for all purposes per pupil enrolled, based on net enrollment	\$23.91
Number of evening schools, evening, 27; evening high, 4	31
Number of pupils in evening schools, evening, 26,253 evening high, 6,710	32,963
Number of kindergartens, public 11; private, 43	54
Number of pupils in kindergartens, public, 510; private, 1,695	2,205

I have the honor to submit the financial and statistical report of the schools under the jurisdiction of the board of education of the

city of New York. In addition, I present information relating to various departments of school work and organization.

The classes of schools in existence on July 31, 1896, and the number of schools in the several classes are stated in the following tables:

Grammar schools for boys.....	49
Grammar schools for girls.....	49
Grammar schools for both sexes.....	24
Primary departments of grammar schools.....	86
Primary schools (separate).....	48
Corporate schools, industrial schools, reformatories, orphan asylums, etc.	45
Evening schools.	27
Evening high schools.....	4
Nautical school (on board ship St. Mary's).....	1
Total.....	<u>333</u>

The whole number of sittings now available for purposes of instruction is 239,868, thus giving a net increase of 9,202. The sittings are distributed as follows:

Grammar and primary schools.....	220,803
Corporate schools.	18,945
Nautical school.	120

There has been an increase in the number of kindergarten classes and arrangements are in progress for a further increase. In the 11 kindergarten classes which had been formed there was a total enrollment of 510 different pupils taught during the year — 248 males and 262 females.

An additional evening school has been organized; and a revision of the course of study for the evening high schools has been accomplished by the removal of subjects which could be taught efficiently in the ordinary evening schools.

In conformity with the provisions of the act creating a teachers' retirement fund no less than 80 principals and other teachers have been retired. The amount now paid annually to the teachers retired is \$48,629.

At the last session of the State Legislature many changes were made in the School Law for the city of New York, which changes effect both organization of system and assignment of powers and duties to different classes of school officers. The new law went into operation so near the close of the school year that it would seem inadvisable to make an extended report upon the general operations

of the schools under the old law. In the report for the coming year full information can be given both as to the character of the changes in the law and the conduct of the schools under the same.

NIAGARA FALLS

N. L. BENHAM, *Superintendent*

Population of city, July 31, 1896 (estimated).....	17,000
School population (5 to 18 years), July 31, 1896.....	3,409
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	2,694
Number of pupils under 5 years of age enrolled in kindergartens.....	85
Aggregate days of attendance in all public schools of city.....	350,757
Average daily attendance.....	1,789
Per cent. of daily attendance on total net enrollment,	74
Average membership (number belonging).....	2,203
Per cent. of daily attendance on average membership,	81
Number of school buildings.....	6
Number of sittings.....	2,335
Number of pupils in attendance at high school.....	249
Assessed valuation of city, real and personal.....	\$10,425,172
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$50,913.92
Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$18.89
Number of evening schools.....	1
Number of pupils in evening schools.....	113
Number of kindergartens, public, 3; private, 1.....	4
Number of pupils in kindergartens, public, 180; private, 12.....	192

From the above statistical report it will be seen that the increase in the number of pupils attending the school has been 222. With the school accommodations already taxed to their utmost, it has been a difficult task to provide accommodations for this additional number. In common with all growing places of the State, school accommodations have not kept pace with the increase of population.

Owing to the unfortunate financial condition of the affairs of our city, it was impossible to erect new buildings to provide for this increase. However, we are glad to state that the board of education has perfected arrangements for the building of two schools,

which will relieve us very much in the future. During the vacation, an annex to the Third street school, providing two additional rooms, was built. In one of these a kindergarten was established and in the other a first grade.

Nothing particular has occurred in the schools in the past year to receive mention at this time. Steady progress has been made. Teachers are becoming more proficient, and the pupils, in general, have shown much improvement. After all things are considered, we are obliged to return to the old maxim, "As is the teacher, so is the school." If the teacher is progressive, well informed, studious, and, more than all, enthusiastic and filled with a love for her work and her pupils, the school must necessarily be a good one. Toward these ends our efforts have been expended, and acknowledgments are hereby made to the principals and teachers for their generous co-operation with the school authorities in endeavoring to extend and make better the various departments in their charge.

In the early part of the school year a teachers' institute for the second commissioner district of the county was held in the high school building. Although this city is exempt from attendance at institutes, the board of education, with a commendable spirit, invited the department to hold the institute at this place, and directed the city schools to be closed and the teachers to attend. The institute was a marked success in every particular. The plan of conducting a graded institute, it seems to me, is the true solution for such gatherings, especially where, as in this district, there are union schools, with academic departments. With great unanimity the teachers voted to request that the institute for the coming year be also held here. The department is to be congratulated upon having upon the institute force such an able conductor as Mr. Hendrick. The instruction in primary work by Miss Eggleston was never excelled in this locality.

The question has often been asked if it paid to close so extensive a school system as ours for a week and compel the teachers to attend an institute. I am strongly of the opinion that it does. Every teacher owes a duty to his profession, and if the teachers in the higher departments are not always directly benefited, their presence and their efforts to assist the less experienced members of their profession will, in time, produce a marked improvement on the pupils that will later come to them. If no further benefit to the teachers is given than that of arousing their enthusiasm and impressing them with the magnitude and responsibility of the position they occupy, then the institute must be regarded as a great success and the time spent therein well repaid.

A new kindergarten department has been established, making four now in the city. The value of these kindergartens can not be over estimated. Every pupil before entering the first grade

should spend at least one year in the kindergarten. The teachers testify uniformly that the pupils that have passed through the kindergarten do much better work, and in shorter time, than those who do not.

The course of study has been revised and is now in the hands of the printer. The requirements of the Regents, making a four years' course, instead of three, in the high school, has been met, as well as the requirements of the State Department. As nearly as possible, the report of the committee of ten has been followed. The commercial department is on a good basis. Stenography, type-writing and bookkeeping are more thoroughly taught than in the so-called business colleges. While the public school system was never intended to fit pupils for any particular vocation in life, it is sometimes advisable to give to some pupils practical education that will enable them to earn a respectable living.

The supervisor of music reports much progress in that line of work. Drawing has also made rapid improvement. The supervisor of penmanship is to be commended for the valuable work that he has done. These special departments have many times repaid the cost of maintaining them. The training and drill in vocal music is extremely valuable.

Evening schools were conducted for five months during the year. About the same number attended as in the preceding year. However, I think that the interest shown and the work performed have not been equalled in any of our previous evening schools.

As has been reported before, promotions from the several departments have been, for the four years, based solely upon the certificate of the teacher. Experience has shown the wisdom of this plan. The daily work of a pupil is what determines his advancement. No examinations, aside from the Regents' examinations, are held. The Regents' preliminary certificate and two additional subjects are required for entrance into the high school from the ninth grade, and the Regents' diploma is required for graduation. At the commencement exercises in June, 21 young ladies and gentlemen graduated with such credentials.

It is now seven years since the system of free text-books was adopted by the village of Niagara Falls. Experience has demonstrated the wisdom of its adoption. For the last year the expense per capita was 48 cents. This has enabled the board of education to supply every pupil with all the required books, and also furnish a large quantity of supplementary reading. Many of the text-books purchased during the first year are in use. Some have been rebound and are now in as good condition as ever. The Legislature, at an early day, should make this system compulsory in every school district of the State, as several of our neighboring States have already done.

The Compulsory Attendance Law has also been enforced as strictly as could be, when it is to be taken into consideration that no place has been established where truants could be committed. This city is not large enough nor has it a sufficient number of truants to warrant the establishment of such an institution. Most of our incorrigible truants are under the age of 12 years. Their parents are apparently co-operating with the school authorities to secure their attendance at school, but fail in many instances. It would appear that as this law was passed with the idea of benefiting the State at large, the State itself should establish and maintain institutions where those who violate the law could be confined and instructed until such time as they give evidences of reform.

The course of illustrated lectures established by the State Department was given with much interest and benefit to all concerned. Under the advice of Dr. Bickmore, the lectures were given to all pupils who were pursuing the study of geography. This necessitated the repeating of each lecture at least six times in order to reach all. I think that they proved to be of more interest than was anticipated.

The law encouraging professional training of teachers which takes effect January 1, 1897, was put into operation in this city last year and since that time no new teachers have been employed except in accordance with its provisions. I regard the measure as one of the most salutary that has ever been enacted. It marks an advanced step in the cause of education. No other State has yet adopted so pronounced a measure for the improvement of the profession. It is to be hoped that in the near future its provisions will be extended to all the villages of the State. The improvement in the training and qualifications of teachers can only result in better teaching and better teaching must make better scholars.

OGDENSBURG

BARNEY WHITNEY, *Superintendent*

Population of city, July 31, 1896 (estimated).....	14,100
School population (5 to 18 years), July 31, 1896.....	3,543
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	2,292
Number of pupils under 5 years of age enrolled in kindergartens.	10
Aggregate days of attendance in all public schools of city	324,448
Average daily attendance	1,681,025
Per cent. of daily attendance on total net enrollment,	73+

Average membership (number belonging).....	1,884
Per cent. of daily attendance on average membership,	82+
Number of school buildings.....	10
Number of sittings	2,444
Number of pupils in attendance at high school.....	332
Assessed valuation of city, real and personal.....	\$4,000,000
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$29,688.03
Average expenditure for all purposes per pupil, en- rolled, based on net enrollment.....	\$16.12
Number of evening schools	None
Number of pupils in evening schools	None
Number of kindergartens, public, none; private, 1..	1
Number of pupils in kindergartens, public, none; pri- vate, 27	27

In compliance with your request the following is respectfully submitted:

In my report published in your annual of 1895, I referred to the attention given in recent years by educators, teachers and professional men to the subject of penmanship; to the investigations, observations and experiments of the most distinguished bodies of the medical profession and ablest educators of the leading nations of Europe, their uniform condemnation of the slant and recommendation of the vertical system; to the arguments so exhaustively and repeatedly set forth for and against the system, to the yielding of the stubborn opposition to investigation and experiment, to extended observation and experiment in all grades of our own schools, to the most careful examination of this system as taught in the schools of Kingston, Ont., and its adoption in our own schools — all our teachers having gained complete mastery of the system, using no other handwriting themselves and teaching no other system, and the entire satisfaction given in all grades of our own schools.

In my report the following year I stated that another year's trial fully confirmed our earlier experience. It was not my intention to make reference to the subject in this communication. But rarely there are yet found statements in public print and reports so inaccurate and fallacious that I take occasion to refer to two or three of these. I copy, "The arguments in favor of this innovation — vertical writing — are generally specious and misleading. In the first place, it is claimed that no other system is compatible with the proper position, from a physiological point of view, of the pupil's body at the desk." Then follows the following as an argument: "The fact that heretofore, pupils were obliged to sit with the side turned toward the desk, was due

wholly to the fact that they were occupying double desks, and that it was impracticable for two persons to write at such a desk without assuming the *unnatural and constrained position*. This *evil* is wholly eradicated whenever single desks have displaced the double ones, because the *upright position facing the desk is a natural and easy one* for anyone." The italics are mine.

The admission that turning the side toward the desk is an unnatural and constrained position is, or was, universally denied by the advocates of slant writing. This is an admission of one of the most important claims of the opponents to slant writing. The further admission that the upright position facing the desk is a natural and easy one concedes one of the most important claims in favor of vertical writing. The side turning is not only unnatural and constrained but necessitates the raising of the right shoulder above the left, the leaning of the head to one side and the lateral curvature of the spine, while the front position, with the left arm properly placed upon the desk and paper properly placed, corrects the position of the body in every respect. The admissions made by the critic concedes the whole question of hygienic position as claimed by the advocates of the vertical system. But the cause assigned for the side turning at the desk, namely the use of double desks is amusing. Long before vertical writing was introduced or advocated double desks were the exception in the school room. The practice of turning the side to the desk has been universal in all schools of all grades without reference to the fact of double or single desks wherever slant writing has been used. This position is inherent in the slant system. The turning of the side to the desk has been the practice and requirement in teaching the slant for the past 350 years, the degree of turning and slant of paper depending upon the slant of writing required which has varied from 10 degrees to 55 degrees from a perpendicular or vertical line, in different localities and countries.

Again, "I have looked very carefully at the other claims made by vertical writing, and am wholly convinced that this style is entirely inferior to a good cursive hand in the most important elements, namely, legibility and rapidity."

In the heated discussions upon the relative merits of the two systems of writing in art journals and by teachers, experts and business men, the superiority of the vertical over the slant system in legibility has been almost universally admitted. The question of rapidity has been the last point to concede.

I had great doubts upon this point. It, however, is not a theory or question of opinion. It is a question of fact, of experience. The most rapid writers are those engaged in telegraphy. Ninety per cent. of experts in this profession write vertically, or, in

some instances, a slight tendency toward back-hand. The testimony of our teachers is that they write the vertical more rapidly than they did the slant, and their pupils write more rapidly than the pupils in the same grades wrote the slant. I have no doubt myself upon this point. When the vertical habit of writing is acquired, we find it a more rapid hand than the slant. I believe the testimony of other schools, where vertical writing is correctly taught, confirms our experience. As it is much easier to draw than to push the pen, and as three-fourths of the vertical writing is drawing the pen, and as it is a round, running continuous movement, with fewest possible changes in direction, it is much easier and gives the most natural and rapid movement possible.

Again, the critic says, "Of course, the adoption of the vertical style of writing thoroughly destroys the free-arm movement, and with it all possibility of acquiring real rapidity in writing. Again, a genuine vertical line can not be made with correctness unless a position of the pen is assumed which immediately destroys all freedom of movement. Just as in drawing, in order to make a true, vertical line it is necessary to turn the hand so that it rests on the side, in order to keep the growing line under the control of the eye as well as the hand, just so it will be found in vertical writing, that no perfect lines can be made without resting the hand on the side."

The emphasis placed upon the free-arm movement, like the continuous writing of a word, are extreme exaggerations. They are accomplishments more adapted to shading, flourishing and to the artist, than to the every-day desk work in the office and in the school. Writing a word without lifting the pen may or may not add to rapidity. The most rapid writers lift the pen most frequently. The exclusive use of the so-called whole free-arm movement, as practised—insisted upon in many schools and so-called systems of writing—is most mischievous. Free-arm movement has its use—a subordinate one—in the school room. The true movement is the judicious combination and use of the so-called finger, forearm and whole arm movement. The vertical system of writing, with properly adjusted desks, properly placing of arms, paper and pen-holding, gives more variety and freedom of movement than the slant.

The comparison of the position of the hands in writing to the position in drawing, is wholly inapplicable. It never has the position in writing assumed in vertical and oblique lines in drawing. The "turning of the hand to keep the growing line under control of the eye" is never necessary. The proper placing of the paper with position of body keeps the line as distinctly under control of eye and hand as in the slant. The objection to turning the hand arises out of the unnatural and cruel custom of keeping the arm

flat in writing, and the exaggeration of the whole-arm movement. Put pen in the hand of an untaught child and ask him to write, and he will invariably turn his hand upon the side. He instinctively rebels against placing the arm flat, because it is unnatural. That he can finally acquire this position, only illustrates the fact that he can be trained to acquire unnatural and unhealthy habits.

The vast importance to the teacher and pupil of a system of writing simple, healthful, easy to learn and easy to teach and suited also to all conditions in society and business life can hardly be over estimated. It is most fortunate that so much attention is being given to this subject. The progress vertical writing has made, the changes in views and practice have few parallels in the history of our schools.

The Compulsory Education Law is producing excellent effects, and our efforts to enforce its provisions have been reasonably successful. With a total enrollment of 2,164, the average attendance was 197 greater than the previous year. The increased membership in the first and second years was but four more than the year previous, while in the third, fourth, fifth, sixth, seventh and eighth years the increase was 369. The increased attendance in these years was due almost wholly to the compulsory law, the children in these grades being amenable to the law. The law is most salutary in securing regularity of attendance. An accurate school census was taken, arranged in five classes, including age, residence, name of parent or guardian, street, number, etc. A complete history of the non-attendance of every pupil in our schools is kept in the office of the superintendent. The execution of the law has been much easier this year than last. The most serious need is a place for confinement and reformation for incorrigibles. Villages and small cities can not meet the expense of such local institutions. There are not sufficient number of incorrigibles to justify the expense. The only remedy, I can see, is for the State to establish in convenient localities such institutions under the immediate control of the Department of Public Instruction.

The efforts of the Department of Public Instruction to secure increased qualifications of teachers met a hearty response by our board of education. They unanimously passed a resolution in October, 1895—"That hereafter no application of new teachers will be entertained unless the application is accompanied by a professional training class certificate, or an equivalent to be decided by the Superintendent of Public Instruction." In November following, they unanimously adopted the three years' course of academic study approved by the State Department, and later, the professional course approved by the same authority for these classes. The training class, two terms, was organized under chapter 1031. Every gradu-

ate of this class is successfully teaching in the rural schools save one, who is assistant in a private kindergarten.

Two-thirds of our entire corps of teachers attended the Thousand Island Park Summer Institute. Their selection of work was almost wholly from the professional course. The excellent instruction given, the effort of instructors and conductor to meet the wants of teachers, their cordial and genial manner merited and received the approval of all the members of the institute. Our teachers devoted their time, faithfully, enthusiastically, to the work, and left the park wiser and healthier. The beneficial results of the instruction given, the influence of the contact with other teachers, and the inspiration received are most marked in the work of our teachers the new year. One of the direct results of the institute was a voluntary arrangement made by our teachers with Mrs. Blair, teacher of physical culture at the park, for a course of instruction, meeting every school day for drill from 4.15 to 5 p. m., with reviews on Saturdays. Every member of our corps, save four, and the members of the training class, took the instruction, meeting the expense themselves. As a result, physical culture is in successful operation in all our schools from the lowest primary to and including the academy.

The act providing for visual instruction by means of pictorial representations and lectures in the schools has proved highly satisfactory. The apparatus and views are excellent. They appeal in a striking manner to the eye, give and deepen impressions that can be made in no other way. These lectures have proved highly satisfactory in the fifth, sixth, seventh and eighth grades, as well as in the academy. Our plan is to require written reports of these lectures in these grades. These reports are models of excellence in correctness of description and accuracy of reproduction of explanations given. These illustrated talks offer the very best means for drill in composition.

OLEAN

FOX HOLDEN, *Superintendent*

Population of city, July 31, 1896 (estimated).....	12,500
School population (5 to 18 years), July 31, 1896.....	2,671
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	2,189
Number of pupils under 5 years of age enrolled in kindergartens.....	
Aggregate days of attendance in all public schools of city ..	325,791
Average daily attendance	1,679

Per cent. of daily attendance on total net enrollment..	76.7
Average membership (number belonging).....	1,788
Per cent. of daily attendance on average membership.	94.5
Number of school buildings.....	6
Number of sittings	2,100
Number of pupils in attendance at high school.....	155
Assessed valuation of city, real and personal.....	\$3,209,215
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$48,952.58
Average expenditure for all purposes per pupil en- rolled, based on net enrollment.....	\$22.26
Number of evening schools.....	None
Number of pupils in evening schools.....	None
Number of kindergartens, public, none; private, none..	None
Number of pupils in kindergartens, public, none; pri- vate, none	None

In submitting the report of the condition of the schools of the city of Olean, for the year 1895-96, I am obliged to state that our schools have been carried on under great inconvenience and embarrassment, due to the lack of proper accommodations. In the earlier part of the year we found the building greatly overcrowded by reason of the increase in school population and a duly rigorous enforcement of the Compulsory Education Law. Steps had already been taken toward the erection of an additional school building, when one of our larger buildings in which was located the office of the board of education and superintendent, together with the free text-book library, was burned. This necessitated the quartering of a large number of pupils in temporary apartments, and subjected pupils and teachers to the loss of much apparatus and school appliances which could not be well supplied to isolated rooms. The board of education, however, undertook the work of supplying us with additional buildings with commendable promptness, and have prosecuted the same with great zeal; and, I am happy to report, we have now nearly ready for occupancy, three excellent new school buildings, costing respectively, \$26,000, \$21,000 and \$15,000. These buildings are thoroughly modern in all their equipments, of fine architectural design, and in every way adequate to our requirements.

Notwithstanding these unfortunate conditions the work of the schools have in no way retrograded, but rather have appeared in some degree to advance in efficiency.

The Compulsory Education Law has been enforced with no great difficulty. The chief cause of non-attendance, we have found, has been the lack of suitable clothing. But this want has been remedied by a systematic contribution of cast-off clothing by the well to do pupils. These supplies have been collected at the central school buildings and distributed by the teachers as occasions of need arise.

At the same time, we have been careful to make compulsory attendance apply only to exceptional cases. In seeking to secure regular attendance our teachers endeavor to reach the higher motives of voluntary action, prompted by ambition, the desire of knowledge or sense of duty among the pupils.

After a trial of two years, the free text-book system has worked most successfully. The extra burden of taxation has proved to be light; the books have been well preserved; pupils have been promptly supplied; while the school authorities have enjoyed perfect freedom in the selection of new books and in discarding inferior publications.

OSWEGO

GEORGE E. BULLIS, *Superintendent*

Population of city, July 31, 1896 (estimated).....	25,000
School population (5 to 18 years), July 31, 1896.....	6,590
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	3,728
Number of pupils under 5 years of age enrolled in kindergartens. ....	.....
Aggregate days of attendance in all public schools of city.	535,961
Average daily attendance.....	2,777
Per cent. of daily attendance on total net enrollment.	74
Average membership (number belonging).....	2,956
Per cent. of daily attendance on average membership.	94
Number of school buildings.....	14
Number of sittings (estimated).....	4,000
Number of pupils in attendance at high school.....	246
Assessed valuation of city, real and personal.....	\$9,529,990
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$54,625.93
Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$14.65
Number of evening schools.....	.....
Number of pupils in evening schools.....	.....
Number of kindergartens, public, none; private, 1..	1
Number of pupils in kindergartens, public, none; private,	No data

Our school work for the past year moved pleasantly, although increasing in quantity. More pupils are entering each year and additional teachers have been employed.

The visual instruction by means of the stereopticon was regularly given by the superintendent, and the teachers think it aids the pupils in their work.

Our school libraries of carefully selected books are growing steadily, and the books are being more and more appreciated by teachers and pupils. This year a pedagogical library for teachers has been started and we hope will thrive by use and additions.

The attendance officer began his labors in January and has done exceptionally well. One hundred and fifty-six pupils were placed in their proper schools while it became necessary to send away from home five boys. The effect of the law thus far has been excellent.

Last March a two days' institute was held here by the State Department, and our teachers pronounced it a great success. So well pleased were they with Messrs. Downing and Stout, also with Miss Eggleston of the State Department, and Mr. Newlands of Kingston, Canada, that they unanimously requested a similar term of instruction this year. The attendance of teachers including those from parochial schools, from the normal, from surrounding villages and our own teachers aggregated over 150.

POUGHKEEPSIE

EDWARD BURGESS, *Superintendent*

Population of city, July 31, 1896 (estimated).....	23,500
School population (5 to 18 years), July 31, 1896.....	4,712
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	3,266
Number of pupils under five years of age enrolled in kindergartens.....	
Aggregate days of attendance in all public schools of city.....	447,552
Average daily attendance.....	2,368
Per cent. of daily attendance on total net enrollment.....	72.5
Average membership (number belonging).....	2,723
Per cent. of daily attendance on average membership.....	83.
Number of school buildings.....	11
Number of sittings.....	2,700
Number of pupils in attendance at high school.....	250
Assessed valuation of city, real and personal.....	\$12,717,535
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$67,350.48
Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$20.62
Number of evening schools.....	
Number of pupils in evening schools.....	
Number of kindergartens, public, none; private, 1..	1

ROCHESTER

MILTON NOYES, *Superintendent*

Population of city, July 31, 1896 (estimated).....	160,000
School population (5 to 18 years) July 31, 1896.....	29,800
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	22,357
Number of pupils under 5 years of age enrolled in kindergartens.	161
Aggregate days of attendance in all public schools of city.....	3,308,599
Average daily attendance.....	17,230
Per cent. of daily attendance on total net enrollment,	76½
Average membership (number belonging).....	18,416
Per cent. of daily attendance on average membership,	93½
Number of school buildings owned by city.....	37
Number of other buildings occupied by city, rented, etc.....	10
Number of sittings.....	19,944
Number of pupils in attendance at high school.....	741
Assessed valuation of city, real and personal.....	\$105,945,000
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$498,067.94
Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$22.12
Number of evening schools.....	4
Number of pupils in evening schools.....	1,705
Number of kindergartens, public, 11; private 4.....	15
Number of pupils in kindergartens, public, 1,972; private, 150.....	2,123

The present condition of Rochester public schools denotes an increase of about 800 pupils during the past year. There are at present 45 school organizations, in addition to the truant school. The latter has been in operation since April, 1895, and receives inmates, properly committed, from various counties in the State. Our schools now have 23,000 pupils registered, a force of 660 teachers and the aggregate attendance last year was 3,308,599 days.

The State training class has a maximum membership of 25. This city cordially approves the measures taken by the State Superintendent to increase the standard of teachers' professional requirements. The board of education has complied strictly with the State regulations in exacting legal requirements of all applicants for teachers' positions. As our schools have doubled in number and in attendance during the past sixteen years, the necessity is greater for placing live teachers in control.

During the past year Rochester has carefully observed the provisions of the Compulsory Education Act, the Biennial Census Act, the Physiology and Hygiene Law, and the State Uniform Examination System respecting teachers.

Our course of study has been modified, and now embraces the study of United States history (3 years), drawing in all departments, civil government and algebra. Writing lessons in all grades every day and reading has been given a prominent place. We believe in adhering closely to the essentials of language, geography, spelling and arithmetic. Our upper grades have cultivated some special lines in English and history, and have inspected the manufacturing and industrial establishments of this prosperous city. Rochester is the home of free scholarships, and presents, as a university town, educational inducements not exceeded by any city of the Empire State. We have twelve kindergartens connected with our public schools, embracing a membership of 2,000 pupils. Last winter four evening schools were maintained, with a registry of 1,700 pupils.

Among the changes of the year may be mentioned an improvement in substituting certain text-books, lengthening the daily sessions, reducing the force of teachers, dismissing unqualified instructors, re-examination of all teachers holding second-grade certificates, lengthening the five high school courses to four years each, adding certain grades in ward schools and securing a uniform basis for all schools in matters of discipline and instruction. In all these changes we have had the cordial co-operation of the board of education, which latter body is, by local law, charged with the responsibility of the operation of our city public schools. Expenses have been reduced and methods of instruction have been improved.

We are particularly gratified by the changes insisted upon by the State Department relating to the amendment of the Compulsory Education Act and attendance officers, high school courses, temperance instruction and training class regulations. It is understood that these changes are made to be observed. If rural schools would regulate the commencement and duration of their terms, their courses of study and their examinations to correspond with city schools in those respects, as nearly as possible, greater good would ensue.

We favor a further departure in State legislation by conferring upon the State Superintendent appellate jurisdiction in the matter of appointment of all teachers in this State. It is conceded that the appointing power varies in various localities. Local influences dominate the selection of teachers irrespective of questions of qualification. Whenever the schools are afflicted with improper appointments there should exist the right of appeal granted by statute taken by the head of the local department to the State Superintendent.

The Legislature would do well to confer absolute jurisdiction upon the State Department of Public Instruction covering courses of study; topics to be pursued and the extent to which they shall be followed according to varying grades in different communities. In short, that Department should be clothed with authority in matters of general and specific detail which the good of the public school service demands.

ROME

W. D. MANRO, *Superintendent*

Population of city, July 31, 1896 (estimated).....	15,000
School population (5 to 18 years), July 31, 1896.....	2,157
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	1,830
Number of pupils under 5 years of age enrolled in kindergartens.....	None
Aggregate days of attendance in all public schools of city	266,315
Average daily attendance	1,389
Per cent. of daily attendance on total net enrollment,	76
Average membership (number belonging).....	.....
Per cent. of daily attendance on average membership. ....	.....
Number of school buildings.....	8
Number of sittings	2,013
Number of pupils in attendance at high school.....	220
Assessed valuation of city, real and personal.....	\$4,072,017
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$31,607.33
Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$17.27
Number of evening schools	None
Number of pupils in evening schools.....	None
Number of kindergartens, public, none; private, 2...	2
Number of pupils in kindergartens, public, none; private, 50	50

SCHENECTADY

S. B. HOWE, *Superintendent*

Population of city, July 31, 1896 (estimated).....	23,000
School population (5 to 18 years), July 31, 1896.....	5,278
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	3,000

Number of pupils under 5 years of age enrolled in kindergartens.	None
Aggregate days of attendance in all public schools of city	410,294
Average daily attendance	2,159
Per cent. of daily attendance on total net enrollment,	72
Average membership (number belonging)	2,399
Per cent. of daily attendance on average membership,	90
Number of school buildings	7
Number of sittings	2,800
Number of pupils in attendance at high school	230
Assessed valuation of city, real and personal	\$9,999,985
Expenditures for all school purposes September 1, 1895, to September 1, 1896	\$43,663.18
Average expenditure for all purposes per pupil enrolled, based on net enrollment	*\$12.92
Number of evening schools	None
Number of pupils in evening schools	None
Number of kindergartens, public, 1; private, 1	2
Number of pupils in kindergartens, public, 43; private, 25	68

After laboring for several years to accomplish the nearly impossible task of constructing \$100,000 worth of school buildings with a special appropriation of only \$50,000, the efforts of the school authorities during the past year were directed to certain needed improvements in the school curriculum.

For some years the addition of public kindergartens to our school system was under consideration. Until last year lack of funds prevented the experiment. At the beginning of the school year in September, 1895, one kindergarten was opened under the direction of an accomplished graduate of the kindergarten department of the Albany High School. It became immediately popular and was a decided success for the entire year. A demand for more was created and at least one more will be opened during the next year. Others will be established as fast as the necessary funds can be provided.

Lessons in physical culture were given during the year in all the grades below the high school under the direction of Dr. C. P. Linhart, the director of physical culture in Union College. The work laid out by him will be continued, and it is hoped that it will be possible in the future to secure a sufficient appropriation to enable us to make a special teacher of this branch permanent in our schools.

*As \$4,900 was expended for additions to a school it is not included in average.

For the first time in the history of our schools a special teacher of drawing was employed. Heretofore this branch had been taught only by the regular teachers and with success not at all uniform. Under the direction of the special teacher the work was made uniform throughout the schools and the advance as shown in the public exhibition given near the close of the school year was very marked. We expect still greater results during the coming year.

If there has been any opposition to this law it has not come to my knowledge. All violations of the law on the part of employers of labor have been unintentional, and in each case of such violation the employer has cheerfully complied with the law as soon as his attention was called to its provisions. The weak spot in the enforcement of the law is the lack of truant schools, supported entirely by the State, and so distributed as to be easy of access, to which incorrigibles may be sent without the intervention of any unnecessary red tape. The smaller cities can not afford to establish truant schools; and while making contracts with other cities for the care of truants is permissive and not mandatory, school authorities will be reluctant to incur the expense of such contracts.

SYRACUSE

A. B. BLODGETT, *Superintendent*

Population of city, July 31, 1896 (estimated), city directory.....	120,127
School population (5 to 18 years), July 31, 1896.....	25,000
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	17,849
Number of pupils under 5 years of age enrolled in kindergartens.....	206
Aggregate days of attendance in all public schools of city.....	2,666,592
Average daily attendance.....	13,536
Per cent. of daily attendance on total net enrollment,	.758
Average membership (number belonging).....	14,161
Per cent. of daily attendance on average membership,	.956
Number of school buildings.....	32
Number of sittings.....	15,827
Number of pupils in attendance at high school.....	1,268
Assessed valuation of city, real and personal.....	\$64,885,800
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$343,267.11

Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$19.23
Number of evening schools.....	3
Number of pupils in evening schools.....	303
Number of kindergartens, public, 5; private, 3.....	8
Number of pupils in kindergartens, public, 318; private, 90.....	408
Number of teachers in all the schools.....	367
Number of pupils per teacher on number belonging..	38.69

A comparative table of the above items, compiled from the reports of the school superintendents of the State, giving, as it will, a uniform basis of comparison, will be of great value and an interesting feature of the report of the State Superintendent of Public Instruction. It covers features and facts touching general school supervision which many of us have long desired to have at hand.

In addition to the above, and because it may be helpful as well as interesting to other localities where school authorities are maintaining or expect to maintain schools in line with the provisions of the Compulsory Attendance Law, I submit statistics regarding attendance and expense of the local truant school for the past year, as follows:

Number of teachers.....	1
Number of sittings.....	30
Number of different pupils registered.....	77
Average daily attendance.....	13

Cost

Truant officer (year).....	\$900 00
Teacher, eight and one-half months.....	426 25
Custodian.....	579 93
Fuel and lights.....	79 87
Repairs.....	566 47
Rent.....	600 00
Board of inmates.....	1,007 97
Text-books.....	56 61
Supplies, clothing, etc.....	546 63
	<hr/>
	\$4,763 73
	<hr/>
Cost per pupil on average daily attendance.....	\$366 44

The figures are somewhat startling, yet we can not see, under present conditions, how the expense can be less for the coming year. Some superintendent may ask the question, "Does it pay?" Yes, it

does, and I had almost said "A thousand fold." Surely any expense is proper in taking from the streets, from the slums, and from a multitude of improper and vitiating surroundings, the boys who have been accustomed to go their own way. While the attendants of the school have profited very materially, and give promise of better things, the deterrent effect has perhaps been the most salient feature of the enforcement of the law.

A large number of applications have been received from other cities and towns of the State asking us to receive truants, but it has been impossible for us to care for more than our own.

To my mind the best results can be and will only be obtained when the State can see its way to establish several truant schools under the control of the State Department of Public Instruction. Ninety per cent. of all the children who would be benefited by being placed in such institutions, can not now be accommodated. Smaller cities and towns, as well as the country districts, can not maintain a school that shall meet the provisions of one of the best laws that was ever enacted for the welfare of the careless and viciously inclined children of the commonwealth.

An increase of 1,192 pupils in the year called for an increase of 31 teachers, the totals being 17,849 and 367, respectively. Four new school buildings were erected during the year, but even with the increased accommodations thus afforded, we shall be sorely pressed for room the coming year.

We have hopes that the visual instruction as inaugurated through the sturdy efforts of Prof. Albert S. Bickmore, will meet his fullest anticipations, and bring to the schools all that he so ardently desires. It is my experience, however, that in order to properly present this class of school work to a large system of schools, that the one who explains the views must devote considerable time to careful preparation upon each lecture presented. The prepared manuscripts, as such, are of great value, but in the dry reading of them as the views are presented, the lectures lose much of their educational value. I am satisfied that properly to present this instruction to teachers and students, for whom it is intended in a city of the size of Syracuse, will require the services of an active, intelligent man who shall devote his whole time and energies to the work.

For the past six years this city has maintained a class for the training of teachers that has covered the course recently prescribed by the State Department. We can report, then, what we believe will be the experience of other localities: That our well-equipped training class is the strongest factor ever employed for the upbuilding of the school work of our city public schools.

TROY

JOHN H. WILLETS, *Superintendent*

Population of city, July 31, 1896 (estimated).....	65,000
School population (5 to 18 years), July 31, 1896.....	12,000
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	6,748
Number of pupils under 5 years of age enrolled in kindergartens.....	None
Aggregate days of attendance in all public schools of city.....	931,965
Average daily attendance.....	4,999
Per cent. of daily attendance on total net enrollment..	74
Average membership (number belonging).....	5,266
Per cent. of daily attendance on average membership,	94.9
Number of school buildings.....	17
Number of sittings.....	6,125
Number of pupils in attendance at high school.....	253
Assessed valuation of city, real and personal.....	\$47,958,787
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$151,362.85
Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$22.43
Number of evening schools.....	None
Number of pupils in evening schools.....	None
Number of kindergartens, public, none; private, 1...	1
Number of pupils in kindergartens, public, none; private, 45.....	45

Our school accommodations were increased by the erection of two new buildings, one an almost exact reproduction of a building burned shortly after being occupied two years ago, and the other in place of a building also burned. These buildings accommodate outlying districts and supply a need which has existed for some time. Our desire for a new high school building has not yet been gratified.

Our course of study below high school was considerably modified and improved. A revision of the high school course before the opening of the fall term is probable.

Prof. Wells was employed a part of the year to give instruction in writing. The classes made great advancement in this subject.

The adoption of the uniform examinations was of incalculable benefit to us, although we, in common with other cities of the State will not have much use for them after the first of next year.

Our training class, which was the first one organized in the history of the Troy schools, was highly successful. We were extremely

fortunate in securing the services of Miss Ella M. Brigham as teacher, under whose able management nearly all of the class of 24 passed the required examinations and received their certificates.

Visual instruction was given in accordance with directions, and was popular with both teachers and pupils. Next to visiting the localities and objects of interest it is the most helpful way of acquainting the young people with them. With us visual instruction has ceased to be an experiment, and is looked upon as an actual necessity in supplying a long-felt want in the instruction in the branches which it is intended to assist.

The Compulsory Education Law was enforced as well as could be expected, without a truant school. Until provision is made for the disposition of those who are unfit to enter the regular classes, the law will be only partially and unsatisfactorily enforced. Three attendance officers were employed until March 1st, and two since that time. The report of this work has been forwarded to the Department.

UTICA

GEORGE GRIFFITH, *Superintendent*

Population of city, July 31, 1896 (estimated).....	51,000
School population (5 to 18 years), July 31, 1896.....	11,220
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	7,066
Number of pupils under 5 years of age enrolled in kindergartens.....	242
Aggregate days of attendance in all public schools of city.....	1,075,121
Average daily attendance.....	5,510.6
Per cent. of daily attendance on total net enrollment..	78
Average membership (number belonging).....	6,405
Per cent. of daily attendance on average membership,	86
Number of school buildings.....	20
Number of sittings.....	7,071
Number of pupils in attendance at high school.....	419
Assessed valuation of city, real and personal.....	\$19,178,309
Expenditures for all school purposes, September 1, 1895, to September 1, 1896..... (a) \$170,119.47, (b) 128,509.87	
Average expenditure for all purposes per pupil enrolled, based on net enrollment.....(a) \$21.18 (b) 15.97	
Number of evening schools.....	4

(a) Including new buildings and sites.

(b) Excluding new buildings and sites.

Number of pupils in evening schools.....	663
Number of kindergartens, public, 10; private, 7.....	17
Number of pupils in kindergartens, public, 746; private, 137.....	883

In addition to the above statistics, the following may be of some help in judging of the condition of the Utica schools. The following plans have been tried during the last year or two, and have all proven beneficial to our schools.

(1.) Permanent tenure of office for teachers. We have no more annual re-election of teachers.

(2.) Regular classes of teachers for pedagogical study along specific lines. Membership in these classes is in nearly all cases optional with the teachers. Generally two different lines of work are carried along on alternate weeks. Teachers are advised to take only one class a year. These classes have ranged in membership from 30 to 120. The classes during the past year were in "Child Study" and "Scripture's Thinking, Feeling, Doing." After four years of experience I am satisfied no other line of work we have carried on has done so much to broaden, strengthen and generally improve our teachers.

(3.) Promotion of pupils from grade to grade and from school to school upon the judgment of the teacher and principal. Last June all pupils, even those who entered the high school, were promoted solely upon the judgment of the teacher and principal, carefully formed and recorded. Regents' examinations, which we continue to take in all the branches, are allowed only to those pupils whom teachers and principal certify are worthy of promotion; and such are promoted irrespective of the results of Regents' examinations. This position has been reached by successive steps, each justifying itself by results, and making us more confident in taking the next step. Teachers thus trusted have shown themselves worthy the trust, more just decisions have resulted, less complaints have come from parents, stronger classes have been promoted, and almost unmixed good has resulted to the schools in general, as a result of this breaking of another shackle from our school system.

Last year we tried vertical writing in four primary departments. We liked the results so well that we extend its use this year to all primary departments, and two entire schools.

Systematic correlation of all or nearly all school work around centres in nature study or literature has also spread with good results in our primary schools.

The number of our public kindergartens increases as fast as room can be made for them. With a large and efficient kindergarten training school (as yet under private auspices) with a strong kindergarten association, with several good private kindergartens, with

10 free public kindergartens, Utica can confidently claim to have become one of the leading kindergarten centres of the State.

Field work by entire geography classes has been tried by several schools and will be continued and extended. Historical pilgrimages, on a small scale, have been taken to some of the interesting historical localities of the vicinity. Bodies of teachers have also had similar excursions under direction of a specialist. All this adds new interest to these studies and, so far as I have been able to judge, has proven an unmixed good.

Three of the four lectures, for which slides and notes were sent us from the American Museum of Natural History, New York city, were delivered as follows:

Title of lecture	Times given	Attendance
Niagara Falls.....	12	5,915
Manhattan Island.....	7	5,500
Catskills and Adirondacks.....	5	3,730
Total.	24	15,145

The cost to the city for electrical lantern, hall hire, electricity and gas, printing, and assistant's salary was \$290. The lectures were given in the evening in public halls in different parts of the city. Each evening was assigned to certain schools, and parents and friends as well as older students attended. Some were given on holidays for the general public. Considerable interest was shown and good resulted.

One of the most gratifying results of our last year's work has been in connection with reading in our new course of study. As was stated in my last year's report: "Regular school readers are used only as far as fourth readers. Above this, standard works of history, science, travels, general literature, etc., are to be read and studied. This reading is to be done as an aid to other studies, as well as for furnishing an opportunity for necessary training in reading. Two other courses of reading are planned — one by the teacher to the pupils in the first to sixth grades, and one by the pupils of second to ninth grades outside of school hours." The suggested course of reading by the pupils outside of school hours was from a recommended list of books which were arranged along four distinct lines, history, science, travels, and general literature, and were classified by grades. Pupils of second and third grades were urged, not strictly required, to read two books each per year, and those of the fourth to ninth grades, four books each per year. After reading a book the pupils discussed it with the teacher, and thus opportunity was afforded for the teacher to know and guide to a large extent the reading of the pupils. Some schools added

copies of the suggested books to their "children's libraries," and many parents were only too glad to buy some for their children; but the great source of supply was the public library. The library managers united most heartily in the plan and immediately spent several hundred dollars in placing upon the shelves from four to twelve copies of each book of the course. This year many more will be added to the public library, and probably copies will be placed in each of the schools as a part of the school library.

Some idea of the amount of good reading secured in this way may be inferred from a few statistics. Whole number of books read by pupils and discussed with the teacher 12,502; average number per pupil, 2.93. Of the body of pupils, 18 per cent. read none; 32 per cent. read less than the recommended number; 21 per cent. read the recommended number, and 29 per cent. read more than the recommended number. How such reading will affect the tastes and future reading of the children may easily be inferred. Nor is its influence confined to the pupils, for there have many cases come to our notice where whole families have been affected. The following are quotations from principals' reports sent to me at the close of the school year. They speak more eloquently than any comments I can make: "The books were read aloud at home." "Father said, 'He never knew such books could be had at the library.'" "We have read many other good books." "Several mothers have said, 'We all read the books. We did not know there were such interesting books for children until they were brought home to us. We can't wait for one another to finish.'" "Several boys have told me that they never cared for history until this year, and now they prefer histories to all other books." "At the beginning of the year I took away 20 bad dime novels. Since our school library has been used and the children have had access to the city library, the bad literature has entirely disappeared. Thirty children have reported that their parents have read their books at home. One papa read Editha's Burglar three times and sent word that it was the first book he had read in years." "Whole families have read and enjoyed books drawn by pupils. Many a boy who formerly spent his evenings on the streets, now spends them at home reading."

We hope to continue this work and doubtless will be able to improve its details from year to year.

[The report of Superintendent Griffith on child study in the Utica schools will be found under Child Study, exhibit No. 17.]

Building operations are quite extensive in our school department this year. One building has been entirely remodeled and nearly doubled in size at a cost of \$8,500; a manual training building at a cost of \$2,500, a four-room building at a cost of about \$7,500,

and a 10-room building at a cost of nearly \$30,000, are nearly completed, and an academy building that will cost, when completed, between \$130,000 and \$140,000, is well under way. This, for one year in a city the size of Utica, shows considerable educational enterprise, we believe.

The plans for our new academy are unique for New York, at least, and we can learn of only one other building anywhere at all similar to the one we are erecting. This is the new high school building soon to be erected in Springfield, Mass. Floor plans and elevation views of our building will be sent for publication in connection with this report. The building will amply accommodate 650 pupils and its utmost capacity will exceed 800. Everything that is needed for a model high school building is planned for. A fuller description may be given another year.

With a brief notice of our most important new departure of the year I will close this report. After wide investigation and mature consideration, our board decided last May to introduce manual training into our schools. A beginning has been made this fall; \$6,500 has been appropriated for the purpose and with this we shall teach sewing to the girls, and knife work in wood to the boys, of grades 5 and 6; and cooking to the girls, and elementary carpentry to the boys, of grades 7 and 8. About 1,600 pupils will thus be reached. Four special teachers are employed at a combined salary of \$3,450. We expect to need nearly \$3,000 in providing outfits and material. Sewing and knife work will be done in the regular school rooms. Desk covers are provided for the knife work. Small saws, Sloyd knives, try-squares, etc., are provided in sufficient numbers for a class in each of the 14 schools where it is to be taught. The cooking and carpentry work are to be taught in a building erected and equipped for the purpose.

Our plans anticipate the development of the work in coming years into lines of advanced work. As soon as the new building is ready for our high school we hope to use the present academy building for a manual training high school. But of this we expect to report in the future. The fundamental principle upon which we have started is that manual training is essential to any complete education. We shall teach it for its educational value and from its educational side. Hence we start it in the lower grades. Therefore, all of our teachers are such as we know to be successful teachers first and manual training teachers afterwards. Hence all pupils in the grades chosen are to take it regularly. We shall not look so much to the things produced as to the effect on the boys and girls of whose education we are making this an integral part.

WATERTOWN

WILLIAM G. WILLIAMS, *Superintendent*

Population of city July 31, 1896 (estimated).....	23,000
School population (5 to 18 years), July 31, 1896.....	3,869
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	3,500
Number of pupils under 5 years of age enrolled in kindergartens.....	40
Aggregate days of attendance in all public schools of city.....	458,537
Average daily attendance.....	2,447
Per cent of daily attendance on total net enrollment,	70
Average membership (number belonging).....	2,694
Per cent. of daily attendance on average membership,	91
Number of school buildings.....	11
Number of sittings.....	3,675
Number of pupils in attendance at high school.....	297
Assessed valuation of city, real and personal.....	\$8,907,530
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$78,644.59
Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	*\$22.50
Number of evening schools.....	2
Number of pupils in evening schools.....	162
Number of kindergartens, public, none; private, 2...	2
Number of pupils in kindergartens, public, none; private, 40.....	40

In spite of the stringency of the times it is quite evident that our city is increasing rapidly in population, as shown by the school population, our total enrollment being 500 greater than ever before. The Compulsory Education Law will account for perhaps 150 of this increase. The pressure on our school accommodations was so great that our school board have been compelled to build and enlarge school buildings for the primary grades, as shown in my annual report, at an expense of over \$25,000, and have made extraordinary repairs and changed our three largest buildings from the departmental to the Quincy plan, to accommodate more pupils, at an expense of several thousand dollars. Our requisition on the common council in June was made for \$56,000, instead of \$40,000, the year previous. Still, we shall be left somewhat behind financially at the end of the year '96-'97, but vastly ahead in school facilities, and certainly in the advancement of our

*Including \$25,000 for buildings; deducting building expenses it would be \$16.50.

schools. I am glad to report some progress in the efficiency of our schools, as is evidenced from the fact that our pupils in the eighth grade or year have no difficulty in passing all the Regents' preliminaries, whereas three years ago geography and spelling was the limit of their capabilities.

WATERVLIET

JAMES K. GATCHELL, *Superintendent*

Population of city, July 31, 1896 (estimated).....	14,881
School population (5 to 18 years) July 31, 1896.....	2,912
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	2,092
Number of pupils under 5 years of age enrolled in kindergartens.....	.....
Aggregate days of attendance in all public schools of city.....	258,581
Average daily attendance.....	1,318
Per cent. of daily attendance on total net enrollment,	66
Average membership (number belonging).....	1,422
Per cent. of daily attendance on average membership,	92
Number of school buildings.....	8
Number of sittings.....	1,582
Number of pupils in attendance at high school.....	.....
Assessed valuation of city, real and personal.....	\$4,420,279
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$22,994.97
Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$10.99
Number of evening schools.....	.....
Number of pupils in evening schools.....	.....
Number of kindergartens, public, none; private....	.....
Number of pupils in kindergartens, public, none; private.....	.....

The present board of education of the West Troy School District was organized August 14, 1895. and the present incumbent was appointed superintendent of schools on the same date. Upon investigation six different public schools were found to exist in the territory comprising the West Troy school district.

Previous to August 14, 1895, these schools were found to have had no connection with each other whatever, each school pursuing its own course regardless of the others. The text-books in no two schools were uniform, and the courses of study, for like grades, in no

two schools were the same. During the past year uniform textbooks have been adopted and the course of study for like grades made the same throughout all the schools.

At the beginning of the school year two truant officers were appointed, with instructions to report to the principals of the different schools shortly after 9 o'clock on the morning of each school day and receive a list of the names of all absent pupils, after which the officer was instructed to visit the home of each absentee and find the reason for such absence. In the afternoon the name of each absentee and cause for such absence was reported to the superintendent of schools. We have found this method very satisfactory, having increased our average about one-fourth over the previous year.

The crowded condition of our schools is a question for serious consideration, and has been a great impediment to their progress during the past. In some of the school-rooms, having a seating capacity of from 50 to 60 pupils, we have from 90 to 120 pupils enrolled. At the beginning of the year many pupils were found in the second and third grades who had been placed there for no other reason except to make room for the pupils of the next lower class.

I hope the next report which comes from this territory will contain the information that sufficient accommodations have been prepared for all pupils of school age.

YONKERS

CHARLES E. GORTON, *Superintendent*

Population of city, July 31, 1896 (estimated).....	38,000
School population (5 to 18 years), July 31, 1896.....	8,200
Total net enrollment in public schools of pupils between 5 and 18 years of age, day school.....	4,873
Total net enrollment in public schools of pupils between 5 and 18 years of age, including evening school....	5,453
Number of pupils under 5 years of age enrolled in kindergartens.....	57
Aggregate days of attendance in all public day schools of city.....	687,459
Aggregate attendance, including public evening schools of city.....	707,819
Average daily attendance of day schools only.....	3,599
Per cent. of daily attendance on total net enrollment, day school only.....	73.8
Average membership (number belonging)	3,835

Per cent. of daily attendance on average membership.	93.8
Number of school buildings.....	13
Number of sittings, all schools.....	4,023
Number of sittings, high school.....	268
Number of pupils in attendance at high school.....	268
Assessed valuation of city, real and personal.....	\$28,979,941
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$122,456.12
Average expenditure for all purposes per pupil, enrolled, based on net enrollment.....	\$25.13
Number of night schools.....	3
Number of pupils in night schools.....	580
Number of kindergartens, public, 5; private, 3.....	8
Number of pupils in kindergartens, public, 231; private, 29.....	260

The board of education sustains a school of domestic science in which every girl in the sixth grade receives instruction. The course extends through one year and includes plain cooking and house-keeping.

The kindergartens have been in operation one year and may be considered as an established part of the public school system.

The evening schools teach the common English branches, including bookkeeping and higher studies if applicants for such studies attend. We have also classes in architectural drawing which had an average attendance of 42. These classes are attended mainly by young men who are employed in building trades and form one of the most valuable features of our evening schools.

The qualifications required of all teachers who obtain situations in the schools remain the same as reported to you heretofore. Applicants must be graduates of normal schools or colleges, or must have had the equivalent of a normal school education in successful experience to secure an appointment. This applies only to teachers who have not been engaged in the schools here in the previous years. There are many teachers who have been successful teachers here many years, who entered the profession without the present advanced requirements.

EXHIBIT No. 8

VILLAGE SUPERINTENDENTS

1. NAMES AND POST OFFICE ADDRESSES.
 2. WRITTEN REPORTS.
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VILLAGE SUPERINTENDENTS

1. LIST OF SUPERINTENDENTS

Villages	Superintendents
Albion	F. A. Greene.
Batavia	John Kennedy.
Canandaigua	J. C. Norris.
Catskill	Edward L. Stevens.
College Point (No. 7, Flushing).....	Henry Delamain.
Cortland	Ferdinand E. Smith.
Flushing (district No. 5)	John J. Chickering.
Geneva	William H. Truesdale.
Glens Falls.....	Sherman Williams.
Hoosick Falls.....	H. H. Snell.
Jamaica (district No. 4).....	William J. Ballard.
Lansingburgh	George F. Sawyer.
Malone	Sarah L. Perry.
New Rochelle.....	Isaac E. Young.
North Tonawanda.....	Clinton S. Marsh.
Norwich	E. W. Griffith.
Nyack	Ira H. Lawton.
Oneonta	W. C. Franklin.
Owego.....	Edward P. Recordon.
Penn Yan	George H. Hoxie.
Plattsburgh	James G. Riggs.
Port Jervis.....	John M. Dolph.
Saratoga Springs.....	Thomas R. Kneil.
Seneca Falls.....	F. S. Porter.
Sing Sing.....	J. Irving Gorton.
Stapleton	J. Hall Burdick.
Tonawanda	F. J. Diamond.
Waterford	Alexander Falconer.
White Plains.....	Ralph A. Stewart.
Woodhaven (No. 7, Jamaica).....	Cyrus E. Smith.



2. REPORTS OF VILLAGE SUPERINTENDENTS

ALBION

FREEMAN A. GREENE, *Superintendent*

Population of village, July 31, 1896 (estimated).....	5,000
School population (5 to 18 years), July 31, 1896.....	1,109
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	803
Number of pupils under 5 years of age enrolled in kindergartens	None
Aggregate days of attendance in all public schools of village	116,193
Average daily attendance.....	592,821
Per cent. of daily attendance on total net enrollment..	73 4-5
Average membership (number belonging).....	852
Per cent. of daily attendance on average membership,	69½
Number of school buildings.....	7
Number of sittings.....	1,041
Number of pupils in attendance at high school.....	118
Assessed valuation of village, real and personal.....	\$2,205,370
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$14,594.43
Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$18.17
Number of evening schools.....	None
Number of pupils in evening schools.....	None
Number of kindergartens, public, none; private, none,	None
Number of pupils in kindergartens, public, none; private, none	None

It is gratifying to note that an increasing number of pupils are pursuing the study of the ancient languages in our high school. For the past 10 years it has been necessary to divide the first year Latin class on account of the large number entering. A larger percentage also of pupils choosing these subjects are pursuing them to their completion. During the past year 64 pupils, or 70 per cent. of the average high school attendance, have been engaged in the study of Latin, and 16 pupils, or 19 per cent., in that of Greek. Conforming to the suggestions of the Board of Regents, an increased amount of prose has been required of these pupils throughout their course. The complete German course extends over three years, the work done being practically that recommended by the

Regents. Thirty-one students have pursued this study during the past year.

English and American literature each occupy one term of 20 weeks. The courses include the study of important writers, the influence of those writers and their works. Special days are devoted to the consideration of literary masterpieces in addition to the time required for the special topic. There were 10 pupils in the class, and 12 in American literature. There has been no regular class in English composition. Every pupil is required to write two essays a term, one of which at least is personally criticised by the reviewer with the pupil. There are about 400 essays contributed during the year, all of which are blue-pencil marked and annotated by the reviewer.

Roman history is taught as far as the middle of the sixth century. The class have had reference books and pictures of art and individuals in connection with their work. They have also had frequent readings from the old Latin historians and poets, and there has seemingly been no lack of interest. The work in history has been handicapped by the youth of the pupils. They have not quite reached the age when history in its widest significance can be understood by them.

Physics and chemistry are both taught by the laboratory method and the best results have been reached. After a preparation of twenty weeks nearly the whole of the chemistry class passed their examinations in elementary chemistry and about one-fourth in advanced chemistry. The manuals in both these sciences show careful work and observation, and the average class standing has been high. Qualitative analysis has been carried on to a certain degree and with excellent results.

The botany class have made frequent visits to field, wood and road-side, and, by special permission, they botanized on Goat Island, Niagara river, obtaining many specimens not found in our own county. The class have pressed and mounted an aggregate of over 1,000 specimens, and analyzed nearly as many. The geology class made frequent tours in the adjoining country, and have made drawings of their observations. The visit to Niagara was one of great interest and profit and brought a very pleasing return to both teacher and pupil.

BATAVIA

JOHN KENNEDY, *Superintendent*

Population of village, July 31, 1896 (estimated)....	10,000
School population (5 to 18 years), July 31, 1896.....	2,040
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	1,619

Number of pupils under 5 years of age enrolled in kindergartens. . . . .	.....
Aggregate days of attendance in all public schools of city.	193,159
Average daily attendance.	1,016
Per cent. of daily attendance on total net enrollment.	63
Average membership (number belonging).	1,145
Per cent. of daily attendance on average membership.	88
Number of school buildings.	7
Number of sittings.	1,550
Number of pupils in attendance at high school.	250
Assessed valuation of city, real and personal.	\$3,741,630
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.	\$29,213.33
Average expenditure for all purposes per pupil enrolled, based on net enrollment.	\$18.04
Number of evening schools. . . . .	.....
Number of pupils in evening schools. . . . .	.....
Number of kindergartens, public, none; private, 1.	1
Number of pupils in kindergartens, public, none; private, 20.	20

Complying with your request for a report of the condition of our schools, changes, improvements, etc., I have the honor to submit the following: We think that our schools have had a very prosperous year. The aggregate enrollment and the average attendance have been much increased. In our high school this increase has reached nearly 25 per cent. Some of this increase is from the outside, but much of it is from our own grades. But I think that either increase is due in large measure to the strengthening of the work. We have tried to provide, as far as we know how, the conditions of strong work. We exact very broad preparation in our teachers; the instructors in our high school are required to be graduates of approved colleges, and our grade teachers must be graduates of a State normal school, which implies a high school education in subject matter supplemented with normal training. We fixed these requirements six years ago; and our experiment was regarded as Utopian. But it has proved a very substantial and a very blessed success. We have had no trouble in obtaining teachers with those requirements, and we have had no trouble in retaining them. The use of only college trained instructors in our high school has resulted, as we hoped it would, in broadening, intensifying, and enriching the work done there. There is no royal road to the best education, and cultured teachers are aware of the fact; they can be counted upon every time; there is no shirking from the burden; there is no resort to pyrotechnics. There is stroke upon

stroke looking to a very definite result. This seems like extreme conversatism, but I think it is the best kind of progress.

We are so well-pleased with the experiment of employing only college-trained teachers in our high school that we have some thought of extending it to our upper grades. We would be pleased to have those teachers pedagogically trained, provided that their pedagogy came as purely post-graduate work.

You ask us to suggest what will further the interests of our schools and of those of the State at large. I have one suggestion upon which I would throw all the emphasis of which I am capable; I would suggest organization. The good school is an organism; the bad school is a loose accretion. And it is a bad school, even though it may blossom all over with the latest eye-marks of progress. We must organize against inefficiency; we must organize against stagnation; we must organize against sham; we must organize against the increeping of low ideals; we must organize against disorder; we must organize for everything that is stimulating and uplifting. But a school system can neither organize itself nor keep itself organized. The organism in educational work implies the organizer. The central problem in public education is supervision. If we can solve this we can solve education in the public schools. I submit to your wisdom whether a scheme can be devised for training a capable corps of supervising officers for the schools of the State. I suggest this scheme for consideration: First require in the prospective superintendent a liberal education; second, require that he be pedagogically instructed and trained; third, require that he shall have served in the ranks in an approved system of schools; fourth, require that he shall have secured a special apprenticeship in the science and art of supervision under a recognized expert. I believe that if you will do this, you will do the greatest thing that could be done for public education, and that you will immortalize your name in educational history. The lack of any one of the above qualification in the superintendent is fraught with the gravest danger to the schools.

I would like to report and discuss some special matters, but I feel that I have already taken too much space.

CANANDAIGUA

J. C. NORRIS, *Superintendent*

Population of village, July 31, 1896 (estimated)	6,000
School population (5 to 18 years), July 31, 1896	1,218
Total net enrollment in public schools of pupils between 5 and 18 years of age	977

Number of pupils under 5 years of age enrolled in kindergartens.	None
Aggregate days of attendance in all public schools of village.	142,165
Average daily attendance.	756
Per cent. of daily attendance on total net enrollment,	77
Average membership (number belonging).	821
Per cent. of daily attendance on average membership,	92
Number of school buildings.	4
Number of sittings	1,080
Number of pupils in attendance at high school.	190
Assessed valuation of village, real and personal.	\$3,779,130
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.	\$21,243.81
Average expenditure for all purposes per pupil enrolled, based on net enrollment.	\$21.74
Number of evening schools.	None
Number of pupils in evening schools.	None
Number of kindergartens, public, none, private, none,	None
Number of pupils in kindergartens, public, none; private, none	None

The work of a very pleasant school year closed June 24th with a reception by the graduating class, which consisted of twenty-two (22) members; the largest in the history of the school.

The average daily attendance was ninety-eight (98) greater than the previous year, although the registration was but eighteen (18) greater.

Early in the winter an aid society was organized by the ladies of the village to do systematic work among the worthy poor. Over eight hundred (800) garments were distributed, the most of which came to poor children of our school. This kind action on the part of our ladies materially increased our registration and attendance.

OATSKILL

EDWARD L. STEVENS, *Superintendent*

Population of district, July 31, 1896 (estimated)*	5,500
School population (5 to 18 years), July 31, 1896.	1,173
Total net enrollment in public schools of pupils between 5 and 18 years of age.	903

*District is larger than village; has 500 more population. The estimate is small. There may be over 6,000 people in the district, and probably is. However, the school census officers reported 5,470.

Number of pupils under 5 years of age enrolled in kindergartens.	None
Aggregate days of attendance in all public schools of district.	134,817
Average daily attendance	753
Per cent. of daily attendance on total net enrollment,	84
Average membership (number belonging).	855
Per cent. of daily attendance on average membership,	89
Number of school buildings.	3
Number of sittings	914
Number of pupils in attendance at high school.	113
Assessed valuation of district, real and personal.	\$2,850,101
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.	\$15,593.39
Average expenditure for all purposes per pupil enrolled, based on net enrollment.	\$17.26
Number of evening schools (Y. M. C. A.).	1
Number of pupils in evening schools.	40
Number of kindergartens, public, none; private, 1.	1
Number of pupils in kindergartens, public, none; private, 18	18

The work of the Catskill schools during the past year has been particularly strong in several features. Reading has become an exercise of greater value and interest through the use of considerable supplementary reading. In several rooms pupils have become keenly interested in simple studies in familiar science. In February last, under the direction of the supervisor of penmanship, some experimental lessons were given in the vertical style of writing. The results were surprisingly satisfactory. The system was put in operation in all grades during the remainder of the year. It is safe to say that more satisfactory results have been thus obtained in two months than by the use of any other style or system during as many years.

It has also been our purpose to recognize the demand for more satisfactory instruction in arithmetic. By giving greater emphasis to that part of this study, known as computation, it is hoped that the complaint that our pupils can not even add correctly, will no longer be made.

It has seemed best to entirely reconstruct our academic courses of study and adopt a much higher standard of graduation. After 1900, students intending to enter either law or medicine will demand a preparation equal to the work of a four year course, or the securing of 48 academic counts from the standpoint of the Regents' examinations. The attitude of the better colleges is significant of a

similar demand. Much more is required for entrance to-day than was required ten or even five years ago. It is estimated that in the last ten years the colleges have thrown back on the schools a full year's work. The law known as chapter 1031 of the Laws of 1895, is one which is calculated to materially modify the courses of study of the high schools of most cities and villages in this State. This modification will be in line of extended and more equally balanced courses leading to graduation. All these circumstances have made possible no other conclusion than this — the graduates from Catskill Free Academy whether they teach, practice law or medicine, or enter college, must bear a diploma representing an increase of 25 per cent. in the work required for graduation over that which has been required during the past few years. This increased requirement has been adopted for the ensuing year. Our graduating classes will be small for several years, but the value of our diploma as an evidence of scholarship will not be depreciated.

The Compulsory Law has been enforced with considerable success. We have had some difficulty, however, in persuading parents and others, of the fact that the law gives the public school authorities ample jurisdiction over all persons of school age residing in the district, whether they attend the public schools or not.

During the past year, through the liberality of the State, our schools have received a small stereopticon with accessories, and several sets of slides, illustrating the physical geography, the scenery, resources and commercial interests of New York State. Several lectures thus illustrated, have been given from time to time to large and appreciative audiences. The need for an assembly-room large enough for such purposes is very apparent.

The amendments to the Consolidated School Law contain no more important provision than that changing the limits of school age so that children of 4 years may attend school in case a kindergarten is maintained. The need for such a department here is becoming imperative.

The erection of a new building on the west side is a hopeful augury for the future. It will relieve the congestion in the main building, and will accommodate a large number of small children residing in that part of the village. It is a matter of congratulation that this building will be a model in respect to capacity, ventilation, sanitation, lighting and architecture.

Of the teachers in service at the end of the year, three are college graduates, two hold State certificates, six are normal graduates, eight have first grade and two second grade certificates. All have had considerable experience, and I fulfill a pleasurable duty in bearing witness to excellent and satisfactory service. In the teach-

ing body there is an admirable esprit de corps and a daily exemplification of the true teaching spirit. A wage scale has been recommended which will sufficiently recompense teachers for their labor and encourage them to continue in service.

COLLEGE POINT — (No. 7, Flushing)

HENRY DELAMAIN, *Superintendent*

Population of village, July 31, 1896 (estimated).....	6,700
School population (5 to 18 years) July 31, 1896.....	1,683
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	755
Number of pupils under 5 years of age enrolled in kindergartens .....	.....
Aggregate days of attendance in all public schools of village.	116,742
Average daily attendance.....	586.64
Per cent. of daily attendance on total net enrollment,	77+
Average membership (number belonging).....	653
Per cent. of daily attendance on average membership,	89
Number of school buildings.....	2
Number of sittings.....	776
Number of pupils in attendance at high school.....	.....
Assessed valuation of village, real and personal....	\$1,339,950
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$9,128.19
Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$12.09
Number of evening schools, private.....	1
Number of pupils in evening schools.....	137
Number of kindergartens, public, none; private, 1...	1
Number of pupils in kindergartens, public, none; private, 104.....	104

Miss Mary L. Lyles, after twenty-four years of service in the College Point schools, resigned at the close of the last term, and requested me to make the annual report.

The year just brought to a close was one of the most successful in the history of our schools. Twenty-one pupils graduated, and of that number seven secured the Regents' preliminary certificate, the remainder passing in two or more of the subjects.

The higher classes from both schools assembled on Arbor Day and listened to a very interesting lecture on plant life by Mr. F. O. Payne, of Glen Cove. The lower classes observed the day with appropriate exercises.

The stereopticon received from the State was used six times during the winter, three lectures being given to the children and then repeated for the benefit of the people at large. The latter did not attend as well as we could wish, inclemency of the weather on each occasion deterring many from attending. I consider the money appropriated by the Legislature for this purpose a good investment, and am looking forward to a successful series of lectures during the coming winter.

CORTLAND

FERDINAND E. SMITH, *Superintendent*

Population of village (estimated).....	11,000
School population.....	1,770
Total enrollment in the public schools.....	1,184
Increase over last year.....	38
Number of pupils enrolled between 5 and 16 years of age.....	1,130
Number of pupils enrolled between 16 and 18 years of age.....	42
Aggregate days attendance.....	166,133
Average daily attendance.....	859
Per cent. of daily attendance on total enrollment....	73
Assessed valuation of village, real and personal.....	\$2,000,000
Average expenditure for all purposes per pupils enrolled.....	\$12.78
Number of pupils in evening schools.....	.....
Number of kindergartens, private.....	1
Public kindergartens, none; pupils in private kindergartens.....	20

In reply to your request, I submit the foregoing facts for the public schools of the village of Cortland for the school year ending July 31, 1896.

I can add nothing to this statement of facts, because I have just assumed the duties of the office of superintendent here, and can only report what I find in the records of the school.

I may state, however, in explanation as to the "School population between 5 and 18 years of age," and the "Total enrollment in the public schools," that the normal school here registers between 400 and 500 pupils from our school population, and their registration is not included in our report of "Total enrollment."

FLUSHING

J. J. CHICKERING, *Superintendent*

Population of village, July 31, 1896 (estimated)	9,500
School population (5 to 18 years), July 31, 1896	2,394
Total net enrollment in public schools of pupils between 5 and 18 years of age	1,364
Number of pupils under 5 years of age enrolled in kindergartens	None
Aggregate days of attendance in all public schools of village	183,280
Average daily attendance	938
Per cent. of daily attendance on total net enrollment	68.7
Average membership (number belonging)	1,036
Per cent. of daily attendance on average membership	90.5
Number of school buildings	2
Number of sittings	1,400
Number of pupils in attendance at high school	160
Assessed valuation of village, real and personal	\$3,007,425
Expenditures for all school purposes, September 1, 1895, to September 1, 1896	\$24,245.26
Average expenditure for all purposes per pupil enrolled, based on net enrollment	\$17.77
Number of evening schools	None
Number of pupils in evening schools	None
Number of kindergartens, public, 1; private, 1	2
Number of pupils in kindergartens, public, 110; private, 16	126

The year has been one of satisfactory school work. The enrollment is about what it was the year before, but owing to the Compulsory Attendance Law the total attendance has greatly improved, and punctuality and regularity have been decidedly stimulated. Little difficulty is found in enforcing the law, but more and more clearly appears the importance in the school economy of the position of truant officer; this official can exercise a wide and powerful influence for good will, and demands exceptional qualities in a man.

There have been few changes in courses of study or in the teaching force. The ability to read clearly and intelligently on the part of the pupils shows decided improvement under the faithful teaching work which has characterized the schools.

The standard of scholarship required in the high school has been decidedly advanced and all the work done there has been characterized by the most earnest and interested endeavor on the part of the pupils.

The lantern slides furnished by the State have been a valuable and interesting addition to the school course, not only from the interest aroused and information conveyed, but quite as much because they brought out child and parent together mutually interested in a school exercise. Our assembly hall has been filled time and again, and more tickets called for than we could allow.

We plan another year enlarging our kindergarten — which has outgrown its present quarters—and making substantial additions to the decorations of our buildings and grounds.

GENEVA

W. H. TRUESDALE, *Superintendent*

Population of village, July 31, 1896 (estimated).....	10,000
School population (5 to 18 years), July 31, 1896.....	1,721
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	1,294
Total net enrollment in public schools of pupils over 18 years of age.....	45
Number of pupils under 5 years of age enrolled in kindergartens.....	28
Aggregate days of attendance in all public schools of village.....	201,349
Average daily attendance.....	1,037
Per cent. of daily attendance on total net enrollment.....	76
Average membership (number belonging).....	1,090
Per cent. of daily attendance on average membership.....	95.1
Number of school buildings.....	5
Number of sittings.....	1,304
Number of pupils in attendance at high school.....	219
Assessed valuation of city, real and personal.....	\$5,111,967
Expenditures for all school purposes, September 1, 1895, to September 1, 1896	\$24,501.98
Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$17.92
Number of evening schools.....	.....
Number of pupils in evening schools.....	.....
Number of kindergartens, public, 2; private, none..	2
Number of pupils in kindergartens, public, 72; private, none.	72

It is with pleasure I present this, my sixth annual report as superintendent of the public schools of Geneva. The period covered by my term of office has been characterized by a remark-

able improvement in school buildings, their equipment and grounds. In this respect we have been in harmony with the the spirit of the times. Of our five buildings four are new and the fifth has been enlarged and remodeled, while all the buildings are creditable to our village, the two completed within the year past, are up to date in their architectural design, arrangement and finish, the leading essentials for school buildings, lighting, heating and ventilation having received very careful and intelligent consideration. Our board of education and our citizens have been liberal and enthusiastic in their direction and support of the school system. The grounds, although not so extensive as those in some other villages, have received considerable attention. Beautiful beds of of plants and flowers adorn the lawn of each school. Not only the pupils but the citizens as well enjoy these improvements.

The enrollment of pupils was larger during the past year than ever before and the number of teachers, also, has increased; 42 duly licensed teachers having been employed for 32 weeks, or more, during the year. Our plan is to have a teacher for about 35 pupils.

The teachers' training class, although a little above the minimum required for organization, included students well prepared for the course of study and training. The work was thorough, as evinced by the fact that all members that were in the class the required time passed all the examinations and received training class certificates. I think the course compares favorably with that in the normal school, while in some respects it is superior.

The high school department continues to increase more rapidly than any of the other departments although the number of non-resident pupils is not large. We have given special attention to the work of the lower grades from the kindergarten up, and as a result each year increasing numbers enter the high school. Last year we had two kindergartens, but for the year 1896-97, we have a kindergarten in each of our four grammar school buildings. The study of physiology, according to the law, was pursued in all the grades during the last year. The interest in the subject was much greater than we had anticipated, and valuable instruction was imparted through the schools. Elementary science with laboratory work in the seventh and eighth grades, industrial drawing in all the grades, vertical writing, spelling in all grades, including the high school, vocal music and physical training received careful attention. The school savings system was successfully continued.

The course of illustrated lectures under the direction of the State Department of Public Instruction was given according to the letter and spirit of the law. Each lecture was repeated one or

more times for the benefit of the citizens. The attendance was large and a due sense of appreciation manifested.

The working of the Compulsory Attendance Law has been quite satisfactory, resulting in an increased and more regular attendance, and consequently, more rapid and thorough work in all the departments of our schools.

GLENS FALLS

SHERMAN WILLIAMS, *Superintendent*

Population of village, July 31, 1896 (estimated)*	12,000
School population (5 to 18 years), July 31, 1896	2,150
Total net enrollment in public schools of pupils between 5 and 18 years of age	1,412
Number of pupils under 5 years of age enrolled in kindergartens	56
Aggregate days of attendance in all public schools of village	171,515
Average daily attendance	879
Per cent. of daily attendance on total net enrollment,	62
Average membership (number belonging)	1,092
Per cent. of daily attendance on average membership,	80
Number of school buildings	5
Number of sittings	1,192
Number of pupils in attendance at high school	154
Assessed valuation of village, real and personal	\$4,086,583
Expenditures for all school purposes, September 1, 1895, to September 1, 1896	\$26,910.70
Average expenditure for all purposes per pupil enrolled, based on net enrollment	\$19.13
Number of evening schools	None
Number of pupils in evening schools	None
Number of kindergartens, public, 1; private, none	1
Number of pupils in kindergartens, public, 76; private, none	76

The statistical statement accompanying this report is likely to be misleading in some respects. The term, total net enrollment, will not call for the same report from all schools, and the average membership is sure to be obtained in so many different ways that the statistics growing out of this difference will lose value in the way of comparison. For example, one place carries names on the

*Village and district lines not identical. Population of school district between 8,000 and 9,000. Statistics given for the union school district.

list till the end of the month, if present at all during the month; others drop the names after a given number of days' absence, others as soon as a pupil leaves school, and it is not absolutely known when he is to return.

The enforcement of the Compulsory Education Act during the past year has called for considerable effort and has aroused some friction, but I think the trouble is nearly all over. Every one seems to approve of the law in the abstract, but some seem to feel that their case is exceptional and that they should be allowed to obey it or not as they deem best.

We had a fair training class, an excellent one if judged by the spirit of its members. Some of them were not as well fitted for their work as they should have been and therefore worked at great disadvantage. Perhaps few counties in the State have so few schools able to fit pupils to enter a training class as ours. I look, however, for a steady and reasonably rapid improvement and believe that the time is not very far distant when this class will furnish the greater part of the teachers in this county, nearly all except those who have had the better fitting of college or normal school.

The more noted educational events of the year with us have been the work of our classes in literature, the fitting up of a chemical and physical laboratory, the classes in knife work and carpentry, and the summer institute which had an attendance of about 50 teachers from our own county.

Last June an appropriation of \$40,000 was voted for an additional school building which will enable us to do better work than formerly, especially in the primary classes, and also enable us to establish another kindergarten class, which is much needed.

HOOSICK FALLS

H. H. SNELL, *Superintendent*

Population of village, July 31, 1896 (estimated).....	7,500
School population (5 to 18 years) July 31, 1896.....	1,401
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	850
Number of pupils under 5 years of age enrolled in kindergartens.....	10
Aggregate days of attendance in all public schools of village.....	134,300
Average daily attendance.....	696
Per cent. of daily attendance on total net enrollment,	75.6
Average membership (number belonging).....	850

Per cent. of daily attendance on average membership,	81.9
Number of school buildings.....	4
Number of sittings.....	1,109
Number of pupils in attendance at high school.....	115
Assessed valuation of village, real and personal....	\$2,394,105
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$19,706.77
Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$21.42
Number of evening schools.....	.....
Number of pupils in evening schools.....	.....
Number of kindergartens, public, none; private, 1...	1
Number of pupils in kindergartens, public, none; private, 10.....	10

Herewith I have the honor to submit my report of the schools in the village of Hoosick Falls, for the school year ending June 30, 1896:

It is the desire of the board of education to afford such advantages to the boys and girls of Hoosick Falls that they may prepare to enter any American college, or to engage in their chosen life's work; to this end they have added to the course of study the following subjects: Sallust, Ovid, solid geometry, plane trigonometry, New York history.

About \$200 has been expended during the last year for the additions to the physical apparatus, so that we are now able to do very good laboratory work in the sciences.

While much interest is shown in the high school, the grade work has not been neglected. Perhaps the greatest interest has been shown in writing and geography. The vertical system was introduced in January. Some pupils who had struggled with writing for several years, and were unable to write legibly, now write a page that can be read with ease.

Text books for all subjects taken in school are furnished free to pupils. I think there are disadvantages as well as advantages in this plan. It tends to make pupils careless with their books, and parents are not as watchful as they would be if they were obliged to buy new books when the old ones were gone. On the other hand, we are relieved of the annoyance of pupils being without books, and the delays which necessarily follow such conditions.

The Compulsory Education Law has been fairly and carefully enforced. It has enabled us to secure the attendance of pupils that otherwise would have been deprived of all school privileges. Parents generally believe in the law and work with the local authorities in their efforts to enforce it.

JAMAICA

W. J. BALLARD, *Superintendent*

Population of village July 31, 1896 (estimated).....	6,500
School population (5 to 18 years), July 31, 1896.....	1,569
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	967
Number of pupils under 5 years of age enrolled in kindergartens.	None
Aggregate days of attendance in all public schools of village.	126,745
Average daily attendance	633.7
Per cent. of daily attendance on total net enrollment,	65.5
Average membership (number belonging).....	788
Per cent. of daily attendance on average membership,	80
Number of school buildings.....	4
Number of sittings	1,200
Number of pupils in attendance at high school.....	70
Assessed valuation of village, real and personal...	\$2,812,495
Expenditure for all school purposes September 1, 1895, to September 1, 1896.....	\$19,787.73
Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$20.47
Number of evening schools.....	None
Number of pupils in evening schools.....	None
Number of kindergartens, public, none; private, 2..	2
Number of pupils in kindergartens, public, none; private, 25	25

The attendance during the past year was not very satisfactory owing very largely to almost an epidemic of whooping cough, measles and kindred diseases. At times very little more than 50 per cent. of the enrolled number were present. The Compulsory Law was thoroughly enforced, although many could not be reached on account of false reasons for absence being given. We have had a good deal of trouble with our colored people, and we have not been very successful in enforcing the law against them. Jamaica, as is the case with several other towns on Long Island, has a separate school for colored people. The law very clearly gives the board of education the right to establish such a school, but our decision, at least, seems to be that the board can not compel colored children to attend it. As a result, most of them have been on the street during the past year. They have a large, well-ventilated and well-lighted building, with excellent teacher, yet the colored people prefer to let their children run the street to sending them to a colored school, although they have sent to such a school ever since public schools were established in Jamaica.

We have occupied the two new primaries during the past year, and expect to get into the new high school early next year. Jamaica will then have school facilities surpassed by few villages in New York State.

LANSINGBURGH

GEORGE F. SAWYER, *Superintendent*

Population of village, July 31, 1896 (estimated).....	12,000
School population (5 to 18 years) July 31, 1896.....	2,574
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	1,898
Number of pupils under 5 years of age enrolled in kindergartens.....	219
Aggregate days of attendance in all public schools of village.....	276,262
Average daily attendance.....	1,530
Per cent. of daily attendance on total net enrollment,	72.5
Average membership (number belonging).....	1,610
Per cent. of daily attendance on average membership,	95.05
Number of school buildings.....	5
Number of sittings.....	1,843
Number of pupils in attendance at high school.....	.....
Assessed valuation of city, real and personal.....	\$6,185,939
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$37,718.64
Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$17.86
Number of evening schools.....	.....
Number of pupils in evening schools.....	.....
Number of kindergartens, public, 4; private, none...	4
Number of pupils in kindergartens, public, 273; private, none.....	273

The schools remain substantially as at my last report. The teachers of the previous year were nearly all retained, and no new features of special interest were added to the work during the year.

The principal effort was to strengthen as far as possible the weaker points. An attempt which promises some success was made to mend the break that has always existed between the work of the kindergarten and that of the first year. A change in the text-books in language and a modification to some extent in the plan of work give hope of better results in this branch of study.

An increase in the attendance in the kindergarten gives evidence of a widening appreciation of their value.

The teaching of vocal music, which has been done with efficiency since its introduction into our schools three years ago, has been attended with still more satisfactory results during the past year.

The enforcement of the Compulsory Attendance Law gave us little real trouble, though it offered many perplexing questions for solution. The opposition to the law, quite pronounced in many cases when it first went into effect, is disappearing. We were fortunate in our selection of a truant officer. But few arrests were made, and no pupils were committed to a truant school. It would, no doubt, have been better if a few had been sent, and this would have been done had there been one to receive them in this part of the State. In the enforcement of the law we have had the hearty co-operation and support of the authorities in the parochial school here.

The school buildings remain as last year. All are of brick and in good repair. Four of them are heated with furnaces; one with stoves. Double desks still remain in a few rooms.

MALONE

SARAH L. PERRY, *Superintendent*

Population of village, July 31, 1896 (estimated).....	4,996
School population (5 to 18 years), July 31, 1896.....	1,502
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	1,671
Number of pupils under 5 years of age enrolled in kindergartens	None
Aggregate days of attendance in all public schools of village	210,563
Average daily attendance.....	1,097
Per cent. of daily attendance on total net enrollment..	65
Average membership (number belonging).....	1,286
Per cent. of daily attendance on average membership,	85
Number of school buildings.....	11
Number of sittings.....	1,665
Number of pupils in attendance at high school.....	253
Assessed valuation of village, real and personal.....	\$2,051,137
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$23,356.37
Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$13.98
Number of evening schools.....	None
Number of pupils in evening schools.....	None
Number of kindergartens, public, none; private, none,	None
Number of pupils in kindergartens, public, none; private, none	None

The condition of our schools has improved in many ways during the past year. Our attendance has been at least 10 per cent. higher than in any preceding year. We have had but little real truancy, or what we could call unnecessary absence. There is a general willingness shown by parents and employers to conform to the regulations adopted by our board of education to enforce the requirements of the Compulsory Education Law. In many cases a rigid enforcement of the law would work hardship to either pupil or parent, or both. Many children who live long distances from the school buildings lack sufficient food and clothing. We can not reasonably expect this class to attend regularly. A great deal has been done by our teachers to furnish these pupils with comfortable clothing, and during a large part of last winter warm dinners were furnished by several benevolent ladies of the town. Some families are also dependent on the earnings of their children, or their home services. We have endeavored to keep close watch of all these cases, and to insist on as regular attendance as the circumstances seem to justify us in requiring. As was to be expected the improved attendance has resulted in increased interest in school work. Our children are forming better habits of work; they have a greater pride than formerly in doing their work well, and we believe that they realize more than ever before that to become honored and useful men and women, they must try to cultivate in the early years the characteristics which make for such lives.

The overcrowded condition of the primary schools in one part of our town made it necessary to form a new school at the beginning of the present year. We were so fortunate as to secure for this work the services of a trained kindergartner. The youngest children from the other near schools have been placed in this room and will be given the regular work of the kindergarten. It is hoped that this work so introduced will be extended until all the children in our village will receive the benefits of kindergarten training.

During the past year several important changes have been made in our course of study. Newlands and Row's system of vertical penmanship has been successfully introduced; a course of lessons in literature and in history has been arranged for the grades from the second to the eighth, inclusive; regular work has been planned for the lower grades in nature study, and the work in the other subjects has been thoroughly revised.

The provision made by the State Department for illustrated work in geography can not fail to add greatly to the efficiency of the teaching in that department.

Some attention has been given by our teachers to the child study movement—enough to clearly show that a sympathetic and patient study of the characteristics of individual children is the only way to a true theory and practice of education. It is expected this work will be carried on to more definite results during the coming year.

NEW ROCHELLE

I. E. YOUNG, *Superintendent*

Population of village, July 31, 1896 (estimated).....	12,000
School population (5 to 18 years), July 31, 1896.....	2,879
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	2,263
Number of pupils under 5 years of age enrolled in kindergartens.....	88
Aggregate days of attendance in all public schools of village.....	298,058
Average daily attendance.....	1,572+
Per cent. of daily attendance on total net enrollment..	70
Average membership (number belonging).....	1,766
Per cent. of daily attendance on average membership,	89
Number of school buildings (district owns three and we rent two).....	5
Number of sittings.....	1,800
Number of pupils in attendance at high school.....	92
Assessed valuation of village, real and personal.....	\$3,563,080
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$62,014.40
Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$27.41
Number of evening schools.....	None
Number of pupils in evening schools.....	None
Number of kindergartens, public, 5; private, 2.....	7
Number of pupils in kindergartens, public, 390, private, 35.....	425

The course of study of the New Rochelle schools covers 12 years, of which time three years are given to the primary, five years to the grammar, and four years to the high school work. Music, drawing and physical culture continue to be taught in all the schools, a special instructor for each being employed.

The lectures furnished by Professor Bickmore were reproduced in substance to more than 1,000 pupils. Much enthusiasm was aroused, the children, in some cases, having written out sketches of the lectures and descriptions of the views shown. We can not speak too heartily of the value of this stereopticon work in our schools. We hope to do much more work with it in 1896-97 than we were able to do in the preceding year.

The Compulsory Education Law has been enforced. But one pupil has been sent to a truant school. The influence of this law for good in the matter of discipline in our schools is marked. The enforcement of it is an object lesson in ethics and citizenship.

Because of the lack of suitable school buildings and class rooms, 12 classes were able to attend school but a half day each for the greater part of the year. The increased enrollment over last year was 187; the increase in average daily attendance was 125.

NORTH TONAWANDA,

CLINTON S. MARSH, *Superintendent*

Population (estimated).	10,000
School population (5 to 18).	2,113
Net enrollment between 5 and 18.	1,667
Kindergarten, under 5.	81
Aggregate days of attendance.	218,769
Average daily attendance.	1,133
Per cent. of average attendance on enrollment.	65
Average membership.	1,356
Per cent. of daily attendance on average membership,	84+
Number of school buildings.	4
Annexes.	4
Number of sittings.	1,685
Number attending high school.	154
Assessed valuation, district.	\$3,239,000
Expenditures school purposes.	\$33,618.54
Average expense per capita on net enrollment.	\$19.65
Evening schools.	
Number of pupils.	
Number of kindergartens, public.	4
Number of kindergartens, private.	
Number of pupils public kindergartens.	143
Number pupils private kindergartens.	

We have made no changes of importance in our curriculum since my last report, but have spent our energies in perfecting the courses as adopted within the last four years. Everything considered, the year 1895-96 was the most successful of the past five years. The corps is composed entirely of professional teachers who have no idea of dropping the work. The year 1896-97 opens with practically the same corps as for the year 1895-96, there being a change of only two teachers in a total of 44.

The Truant Law has been thoroughly enforced through the agencies of an ungraded room and a truant officer. The people are in sympathy with the movement; the parochial schools are glad of the assistance that is given them by the truant officer of the district.

The visual instruction given by the superintendent, by means of the apparatus furnished by the State, has been successful in a high degree. As an aid in studying geography and geology, the instruction given has been of great value; as a means of general information, the expense by the State is, in my opinion, wisely incurred.

NORWICH

E. W. GRIFFITH, *Superintendent*

Population of village, July 31, 1896 (estimated).....	6,000
School population (5 to 18 years), July 31, 1896.....	1,150
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	1,027
Number of pupils under 5 years of age enrolled in kindergartens	14
Aggregate days of attendance in all public schools of village	165,334
Average daily attendance.....	879.4
Per cent. of daily attendance on total net enrollment.	87
Average membership (number belonging).....	916
Per cent. of daily attendance on average membership.	96
Number of school buildings.....	4
Number of sittings.....	1,248
Number of pupils in attendance at high school.....	173
Assessed valuation of city, real and personal.....	\$1,921,405
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$17,220
Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	16.76
Number of evening schools.....	None
Number of pupils in evening schools.....	None
Number of kindergartens, public, none; private, 1..	1
Number of pupils in kindergartens, public, none; private, 60.	60

During the past year we have had the largest total enrollment and attendance in the history of the schools. The number of elementary and high school teachers has been increased. The standard of admission to the high school and of graduation from its courses was never before so high. During the year, too, the spirit actuating the general body of pupils and teachers has been better, even, than heretofore; and consequently we have accomplished with less friction more in the practical and disciplinary studies

and more in the building of character than during any previous year of the present administration.

The teachers of the grades have completed the duties and responsibilities of the year with great credit. The work has been of a high order and their sympathy, interest and enthusiasm have been even more pronounced than heretofore. Many of them, by careful study, are advancing their educational acquirements and all have continued the course of professional study begun two years ago. Some attended summer schools and some are studying to gain State teachers' certificates. A second course of lectures upon child study, by Mrs. Lucretia Willard Treat, has been a great advantage to us all, and through us to the children of all our schools. The high school faculty, as constituted during the year recently closed, is regarded by general consent as the best body of advanced teachers the board has ever, at one time, had in their employ.

The course of study for primary and grammar grades, as well as for the high school, has each year been modified and brought well up toward the highest ideals; but this year it has been thoroughly revised, increased in detail of statement, recast in form and arrangement, and improved in many ways. The growing estimate of the importance of language studies has been recognized by improvements in our supplementary reading and advancement in the work in composition. It is expected that changes made will enable us to teach geography more effectively than heretofore. It is thought that the alterations in our course along the line of nature study will be found helpful. History, both of our own and other countries, and biography of the great and noble in all ages, have received too little attention and an effort has been made to improve the work for the children and young people in these lines.

Three new brick buildings are nearly completed. These will take the place of old, wooden schoolhouses. The structures are of good size, commodious, imposing in appearance, well lighted, properly heated, scientifically ventilated, convenient and modern in internal arrangement and equipped with the best furniture. Taken with our magnificent high school building, they will place our village in the front rank of New York State educational communities.

NYACK

IRA H. LAWTON, *Superintendent*

Population of village, July 31, 1896 (estimated).....	6,500
School population (5 to 18 years), July 31, 1896.....	1,837
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	1,149

Number of pupils under 5 years of age enrolled in kindergartens. . . . .	.....
Aggregate days of attendance in all public schools of village.	154,300
Average daily attendance.	791
Per cent. of daily attendance on total net enrollment.	70
Average membership (number belonging).	891
Per cent. of daily attendance on average membership.	89
Number of school buildings.	2
Number of sittings.	974
Number of pupils in attendance at high school.	177
Assessed valuation of village, real and personal.	\$3,170,000
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.	\$20,880
Average expenditure for all purposes per pupil, enrolled, based on net enrollment.	\$18.21
Number of evening schools. . . . .	.....
Number of pupils in evening schools. . . . .	.....
Number of kindergartens, public, 1; private, none.	1
Number of pupils in kindergartens, public, 56; private, none.	56

ONEONTA

WILLIAM C. FRANKLIN, *Superintendent*

Population of village, July 31, 1896 (estimated).	8,500
School population (5 to 18 years), July 31, 1896.	1,370
Total net enrollment in public schools of pupils between 5 and 18 years of age.	1,050
Number of pupils under 5 years of age enrolled in kindergartens. . . . .	.....
Aggregate days of attendance in all public schools of village.	149,464
Average daily attendance.	766
Per cent. of daily attendance on total net enrollment.	73
Average membership (number belonging).	828
Per cent. of daily attendance on average membership.	74
Number of school buildings.	2
Number of sittings.	1,050
Number of pupils in attendance at high school.	160
Assessed valuation of city, real and personal.	\$1,356,855
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.	\$16,878.21

Average expenditure for all purposes per pupil, enrolled, based on net enrollment.....	\$14.76
Number of evening schools.....	
Number of pupils in evening schools.....	
Number of kindergartens, public, none; private, 1....	1
Number of pupils in kindergartens, public, none; private, 22.....	22

The work of regrading and reclassifying, and furnishing suitable aids to the needs of the scholars early took my attention. A carefully graded course of study was prepared and the work arranged in conformity to it. The ability of the teaching force was studied, and teachers were given work to do, for which it was plain they were best adapted. The departmental plan of instruction was introduced into the sixth, seventh and eighth grades. Teachers' meetings were organized and held weekly. Periodical written reviews and examinations were given; and under these and other influences the interest which was weak at the beginning of the year, grew rapidly stronger.

The reviving interest has shown itself in the increased attendance at the schools, the registration during the year just passed being 108 in excess of that of the previous year. The non-resident roll has increased 50 per cent. Many of the graduates of the school have returned for post-graduate work; thus enabling us to introduce into the curriculum subjects that were new and of an advanced nature.

We have resorted to other means to awaken an interest in our schools among parents and children. Three literary societies have been formed during the year, the work of which is commendable. Bi-weekly rhetoricals have been regularly held, alternate sections of the advanced department of the school furnishing the exercises. By these and other means we have succeeded in arousing and maintaining an anxious interest, so necessary to the success of any school.

OWEGO

EDWIN P. RECORDON, *Superintendent*

Population of village, July 31, 1896 (estimated).....	6,000
School population (5 to 18 years), July 31, 1896.....	908
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	931
Number of pupils under 5 years of age enrolled in kindergartens	

Aggregate days of attendance in all public schools of village.....	146,945
Average daily attendance.....	826
Per cent. of daily attendance on total net enrollment.	86
Average membership (number belonging).....	684
Per cent. of daily attendance on average membership.	80
Number of school buildings.....	7
Number of sittings.....	Ample
Number of pupils in attendance at high school.....	161
Assessed valuation of village, real and personal.....	\$2,987,650
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$18,000.00
Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$19.33
Number of evening schools.....	.....
Number of pupils in evening schools.....	.....
Number of kindergartens, public, none; private, none.	.....
Number of pupils in kindergartens, public, none; private, none.....	.....

The progress of the schools of Owego, on the lines indicated in previous reports, has been very satisfactory. The course of study of English has been greatly enlarged in all the grades, and has been so conducted that the results have been better in other departments of study. The young pupil being taught to use language correctly is able to grapple successfully with new work in mathematics and sciences, and when he reaches the academy is ready for the higher studies of science and literature.

The wisdom of the board of commissioners in limiting the number of pupils for each teacher to 25 or 30, especially in the lower grades, becomes more and more apparent in the increasing number of those who enter the academy and in the scholarships and standing of those who finish there the four years' course. There were this year 19 graduates from the academy, all of whom were prepared to enter college in the leading courses, and who received from the Regents of the University a 60-count advanced diploma under the old method of counting, or a 48-count diploma under the new system.

The success of the teachers' training class under the revised regulations has been very gratifying. The added interest and the esprit de corps of the class have been marked.

While there has been no increase in registration over last year, there has been an increase in the percentage of attendance over the preceding year of 11.9.

The working of the Compulsory Act has been very satisfactory. We take pleasure in mentioning the harmony existing between

the parochial schools and the public schools, the former giving our efficient truant officer their full co-operation in enforcing the law.

We have for ten years discountenanced corporal punishment, and have made good conduct a condition of the pupil's attendance, promptly removing the disorderly and disobedient pupils, and we have found parents ready to adopt and support this principle of school government; and thus the parent has less anxiety and more help from the school, while severe chastisement is given only in the homes, where it properly belongs.

PENN YAN

WILLIAM JOSEPH PELO, *Superintendent*

Population of village, July 31, 1896 (estimated)	5,127
School population (5 to 18 years), July 31, 1896	1,360
Total net enrollment in public schools of pupils between 5 and 18 years of age	852
Number of pupils under 5 years of age enrolled in kindergartens	None
Aggregate days of attendance in all public schools of village	113,220
Average daily attendance	593
Per cent. of daily attendance on total net enrollment . .	69
Average membership (number belonging)	875
Per cent. of daily attendance on average membership,	68
Number of school buildings	6
Number of sittings	900
Number of pupils in attendance at high school	145
Assessed valuation of village, real and personal	
Expenditures for all school purposes, September 1, 1895, to September 1, 1896	\$12,600.50
Average expenditure for all purposes per pupil enrolled, based on net enrollment	\$14.40
Number of evening schools	None
Number of pupils in evening schools	None
Number of kindergartens, public, none; private, 1 . . .	1
Number of pupils in kindergartens, public, none; private, 16	16

The schools of Penn Yan consist of the academy and five grade schools, comprising the primary, intermediate, and grammar school departments.

We have been endeavoring to put the work of the schools into a systematic arrangement. The year's work has not completely accomplished this, but we have made a long stride in advance.

We believe the system of annual promotions to be not the most advantageous for our schools, and will probably promote semi-annually hereafter.

Regents' examinations were held in January, March, and June, we graduated a class of 10 on the basis of a pre-academic certificate and 48 counts.

PLATTSBURGH

JAMES G. RIGGS, *Superintendent*

Population of village, July 31, 1896 (estimated).....	9,403
School population (5 to 18 years), July 31, 1896.....	2,384
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	1,624
Number of pupils under 5 years of age enrolled in kindergartens.....	None
Aggregate days of attendance in all public schools of village.....	216,920
Average daily attendance.....	1,178
Per cent. of daily attendance on total net enrollment..	72½
Average membership (number belonging).....	1,232
Per cent. of daily attendance on average membership,	95
Number of school buildings.....	7
Number of sittings.....	1,650
Number of pupils in attendance at high school.....	133
Assessed valuation of village, real and personal.....	\$1,414,560
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$28,285.71
Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$17.40
Number of evening schools.....	None
Number of pupils in evening schools.....	None
Number of kindergartens, public, none; private, 1....	1
Number of pupils in kindergartens, public, none; private, 40.....	40

The work at the opening of the year has been heretofore so hindered by poor attendance, consequent on the free admission of children to the county fair and Labor Day following, that the teaching year was shortened from 40 weeks to 38 weeks. The first hot days of September are thus avoided, and the same amount of work has been done as before with no apparent hardships to either pupils or teachers. The plan will be continued next year.

The Compulsory Law has had careful attention, an attendance officer being regularly employed. Little or no disposition to evade

the law is manifest. The largest obstacle is want of clothing among the habitually thriftless. The temporary demand can be supplied, but how to cope with the attendant needs is a problem unsolved. While the total registration has not been greatly increased by the provisions of the Compulsory Law, the attendance has been made much more regular. We still urge the establishment of a truant school in eastern New York. Many places of medium size have not a sufficient number of truants to justify a separate school, nor can they well afford to send all the unruly ones away. A State school would combine the best methods and best facilities.

The law directing temperance instruction has been faithfully and judiciously carried out in all grades. Corporal punishment as a means of discipline is greatly restricted here. That it should be wholly prohibited is a theory which can be made practicable only with ideal pupils and ideal teachers. As society is constituted, we shall always have some, to whom the sting of the flesh is the only argument of weight.

Owing to the want of a proper room the Bickmore lectures have not all been given, but they will be presented early next year. Nature study has been carried on in an elementary way to a considerable extent, but American history has been the favored topic for the "morning hour."

No scale of salaries has been followed here, but the matter is being considered. The average salary is \$437. Only one male teacher is employed. The average term of service is above eight years, and faithful teachers have no fear of removal. Of the teaching force, 12 are graduates of normal schools, and three more have attended them. One day's absence on regular pay is allowed each teacher, for the purpose of visiting other schools.

The board of education is generous and ready to accept any new feature for the schools, which has proven its value.

PORT JERVIS

J. M. DOLPH, *Superintendent*

Population of village, July 31, 1896 (estimated)	10,000
School population (5 to 18 years), July 31, 1896	2,058
Total net enrollment in public schools between 5 and 18 years of age	1,936
Number of pupils under 5 years of age in kindergartens	None
Aggregate days of attendance in all public schools of village	280,211
Average daily attendance	1,429.6

Per cent. of daily attendance on total net enrollment.	73.8
Average membership (number belonging).....	1,509
Per cent. of daily attendance on average membership	94.7
Number of school buildings.....	5
Number of sittings.....	1,800
Number of pupils in attendance at high school.....	156
Assessed valuation of village, real and personal....	\$1,812,287
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$33,241.50
Average expenditures for all purposes per pupil enrolled, based on net enrollment, including bonds and interest	17.11
Number of evening schools.....	None
Number of pupils in evening schools.....	None
*Number of kindergartens, public, none; private, none	None
Number of pupils in kindergartens, public, none; private, none	None

The number of teachers has remained the same as in the preceding year, 41 regular teachers and one special teacher.

The enrollment shows a decrease of 30 from that of last year, but the average daily attendance increased 6.6 and the per cent. of attendance on total net enrollments 1.8. The aggregate days of attendance increased 16,838.

The free text-book system has continued to commend itself to the taxpayers. The average annual cost per pupil has been a little less than 32 cents for the five years during which it has been in operation.

The Compulsory Education Law is in effective operation in our village and there is little tendency to violate its provisions, except on the part of parents, who think that their consent to the child's occasional absence is sufficient excuse.

SARATOGA SPRINGS

THOMAS B. KNEIL, *Superintendent*

Population of village, July 31, 1896 (estimated).....	14,000
School population (5 to 18 years), July 31, 1896.....	2,618
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	2,395

*In one building, kindergarten work was pursued for the first half of the primary grade No. 1.

Number of pupils under 5 years of age enrolled in kindergartens	33
Aggregate days of attendance in all public schools of village	344,010
Average daily attendance.....	1,746
Per cent. of daily attendance on total net enrollment.	70.8
Average membership (number belonging).....	1,872
Per cent. of daily attendance on average membership	93.3
Number of school buildings.....	6
Number of sittings.....	2,445
Number of pupils in attendance at high school.....	173
Assessed valuation of village, real and personal....	\$4,143,127
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$42,312.67
Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$17.30
Number of evening schools.....	None
Number of pupils in evening schools.....	None
Number of kindergartens, public, 5; private, none..	5
Number of pupils in kindergartens, public, 294; private, none.	294

SENECA FALLS

F. S. PORTER, *Superintendent*

Population of village, July 31, 1896 (estimated)....	7,000
School population (5 to 18 years), July 31, 1896.....	1,523
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	958
Number of pupils under 5 years of age enrolled in kindergartens. . . . .	.....
Aggregate days of attendance in all public schools of village.....	138,849
Average daily attendance.....	708
Per cent. of daily attendance on total net enrollment.	75
Average membership (number belonging).....	845
Per cent. of daily attendance on average membership.	84
Number of school buildings.....	4
Number of sittings.....	1,197
Number of pupils in attendance at high school.....	127
Assessed valuation of village, real and personal....	\$3,514,052
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$16,303.30

Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$17.02
Number of evening schools.....	.....
Number of pupils in evening schools.....	.....
Number of kindergartens, public, none; private, none. ....	.....
Number of pupils in kindergartens, public, none; private, none.....	.....

We commenced the year with eight new teachers, only three of whom had received any professional training. To some of them the work was entirely new. It is needless to say that in some instances the work of the pupils suffered while the teachers were getting their experience. There has been, however, but little cause for complaint. There has been no recent year at least in which the work of the school has been more earnestly accomplished or in which better results have been attained.

The special attention we have been recently giving to language work is beginning to bear fruit. Keeping pace with the gain in the use of good English, there has been an appreciable improvement in habits of observation, habits of seeing and inferring accurately as well as of giving a clear and concise expression.

Our efforts to enforce the Compulsory Education Law have resulted in slightly increasing our attendance. I think we reach most of the cases in the village under the provisions of the law. Our chief trouble is, as in most schools, with the children who do not attend regularly after due notification. There are not enough of them to warrant the establishment of a truant school. There are enough, however, to make it expensive to send them away to a truant school. We have taken the alternative course of keeping the truant officer busy in looking up and bringing in the truant pupils.

SING SING

J. IRVING GORTON, *Superintendent*

Population of village, July 31, 1896 (estimated).....	7,500
School population (5 to 18 years), July 31, 1896.....	1,372
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	963
Number of pupils under 5 years of age enrolled in kindergartens	29
Aggregate days of attendance in all public schools of village	144,962
Average daily attendance.....	715
Per cent. of daily attendance on total net enrollment..	72.2

Average membership (number belonging).....	840
Per cent. of daily attendance on average membership.	85.2
Number of school buildings.....	2
Number of sittings.....	947
Number of pupils in attendance at high school.....	125
Assessed valuation of city, real and personal.....	\$1,926,552
Expenditures for all school purposes, September 1, 1895, to September 1, 1896; except bonds and interest, \$52; public library, \$413.75; books resold, \$600; and back pay of treasurer, \$1,416.66.....	\$19,327.36
Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$19.48
Number of evening schools.....	None
Number of pupils in evening schools.....	None
Number of kindergartens, public, 2; private, 2.....	4
Number of pupils in kindergartens, public, 114; private, 21.....	135

The number of volumes drawn from the public library, which is kept in the high school under my care, has increased, and about 14,000 volumes have been taken home for reading during the year, and about 4,000 volumes in addition consulted in the library.

We still adhere to vertical penmanship, as on the whole apparently the best.

Our use of the stereopticon has amounted to about one lecture a week. It has been very pleasant and profitable.

STAPLETON

A. HALL BURDICK, *Superintendent*

Population of village, July 31, 1896, census of July, 1896.....	7,598
School population (5 to 18 years), July 31, 1896.....	1,895
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	1,310
Number of pupils under 5 years of age enrolled in kindergartens.....	None
Aggregate days of attendance in all public schools of village.....	185,735
Average daily attendance.....	943
Per cent. of daily attendance on total net enrollment..	71.9
Average membership (number belonging).....	1,016
Per cent. of daily attendance on average membership,	928
Number of school buildings.....	1

Number of sittings.....	1,125
Number of pupils in attendance at high school.....	33
Assessed valuation of village, real and personal.....	\$2,063,080
*Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$35,501.76
Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$27.09
Number of evening schools.....	None
Number of pupils in evening schools.....	None
Number of kindergartens, public, none; private, 1....	1
Number of pupils in kindergartens, public, none; private, 9	9

On March 9th last, after having been scattered about the village in rented rooms for more than a year and a half, our school first assembled in the new building. This is a building of 34 class rooms and an assembly room, all well adapted to secure the health and comfort of pupils and teachers. Each room is furnished with plenty of slate blackboards of good width and at proper height, and with single desks, one-tenth of which are the Chandler adjustable, and the others are the New York study desk. The assembly room seating 900 occupies the court, inclosed on three sides by the building. The school can be quickly assembled here, the primary grades having to do the least traveling, and, on public occasions, the room is readily reached from the street without passing through the main halls. The building is very satisfactory to the people and to the school, and reflects great credit upon the members of our board of education, who have given much time and faithful care to looking after all details.

We have introduced Ward's rational method in reading and are pleased with the results. The method is strong, because of its manner of beginning, and of its thorough gradation of the steps. The penmanship of our pupils has greatly improved since the introduction of vertical writing. With equal care and attention, I believe it will produce better results, and we have no desire to return to the slant system. The work in drawing has been placed in charge of a supervisor, Miss Agnes Ostrander, a graduate of Pratt institute, who gives her whole time to this branch.

The law requiring the display of the national flag upon school buildings has been fully obeyed, and in doing this we had only to continue what has been our practice for several years.

On account of the condition of our school we were not able at first to enforce the Compulsory Education Law. In December last the board of education appointed an attendance officer, who has been most efficient. He has since been made an agent for the So-

*Not including new building on which there was paid this school year, \$59,844.86.

ciety for the Prevention of Cruelty to Children. This enables him to care more fully for those cases due to neglect, lack of clothing, etc., and to enforce the law against selling or furnishing cigarettes, or other forms of tobacco to children under 16 years of age. There has been a marked improvement in the attendance and, as a natural result, in the progress of the pupils. There was an increase for the year in the total net enrollment of 13.6 per cent, and in the aggregate attendance of 18.3 per cent.

During July the attendance officer took the census of the district. This shows our population to be 7,598, as follows:

Under five years of age.....	882
Of compulsory age.....	1,129
Of school, but not compulsory, age.....	766
Over 18 years of age.....	4,821

Near the close of the year we organized an academic department, which was placed under the Regents.

TONAWANDA

F. J. DIAMOND, *Superintendent*

Population of village, July 31, 1896 (actual).....	7,500
School population (5 to 18 years), July 31, 1896.....	2,225
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	1,740
Number of pupils under 5 years of age enrolled in kindergartens.....	40
Aggregate days of attendance in all public schools of village.	238,232
Average daily attendance.....	1,215
Per cent. of daily attendance on total net enrollment..	68
Average membership (number belonging).....	1,415
Per cent. of daily attendance on average membership.	86
Number of school buildings.....	6
Number of sittings.....	1,520
Number of pupils in attendance at high school.....	90
Assessed valuation of village, real and personal.....	\$3,300,000
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$27,848.29
Average expenditure for all purposes per pupil, enrolled, based on net enrollment.....	\$15.45
Number of evening schools.....	1
Number of pupils in evening schools.....	77
Number of kindergartens, public, 1; private, none....	1
Number of pupils in kindergartens, public, 85; private, none	85

I do not know that there is occasion for extended comment either upon the foregoing figures or upon the work of the past year. The apparent disparity between total enrollment and average membership has its explanation in the presence of three parochial schools, whose pupils were many of them in the public schools for a portion of the year.

Each year shows a marked increase in both nominal and actual attendance, the increase being much in excess of any increase in total population. The figures for four years under these heads are as follows:

	Total registration	Average attendance
1892-3	1,496	906
1893-4	1,590	1,029
1894-5	1,694	1,163
1895-6	1,803	1,226

Our village is one of the pioneers of this part of the State in anticipating the conditions for the proper enforcement of the Compulsory Attendance Law by supplying free text-books and other requisites for work. Three years under free books and supplies have justified the plan, whether viewed from the standpoint of economy or of efficiency.

WATERFORD

ALEXANDER FALCONER, *Superintendent*

Population of village, July 31, 1896 (estimated).....	6,500
School population (5 to 18 years), July 31, 1896.....	1,208
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	1,003
Number of pupils under 5 years of age enrolled in kindergartens.....	None
Aggregate days of attendance in all public schools of village.....	144,705
Average daily attendance.....	765+
Per cent. of daily attendance on total net enrollment.	76+
Average membership (number belonging).....	900
Per cent. of daily attendance on average membership,	89+
Number of school buildings.....	3
Number of sittings.....	1,125
Number of pupils in attendance at high school.....	120
Assessed valuation of village, real and personal....	\$1,249,160
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$18,448.89

Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$18.39
Number of evening schools.....	1
Number of pupils in evening schools.....	40
Number of kindergartens, private.....	1
Number of pupils in kindergarten.....	12

Owing to the enforcement of the Compulsory Education Law, we have found our seating capacity insufficient to accommodate the increased attendance. The board of education took the matter into consideration and decided to extend the capacity of school No. 1 and arranged the same for a high school department at an outlay of \$3,000. The extension gives five additional rooms that will accommodate 250 more pupils. School No. 2 is overcrowded, and the matter of a new school building is being considered.

Ward's rational phonetic method of reading has been introduced into grades one, two and three. The method is in charge of one of our teachers, Nora I. Hartnett, who went to Brooklyn last May to investigate the operation of the method and its advantages. I believe the method is a great advantage to the pupils.

Our course of study has been revised to conform to the three-year course of study recommended by the State Council of Superintendents and approved by the State Superintendent of Public Instruction. We hold the students strictly to the course, rather than to Regents' counts, making the Regents' examinations incidental rather than necessary for graduation. Our courses have been presented to the Regents' and State Department and have their approval. One year has been added to our course, making it thirteen years.

Our high school cadets, 60 in number, have been armed with rifles and have regular army uniforms. They are in command of Major Arthur Hamilton, of the National Guard. The cadets went to camp at Round Lake for ten days on July 3, where they did the duty of regular soldiers, such as guard mount, parades and drills. The camp life gave a fine outing to the boys.

During the year our attendance officer brought two parents before the police court and arrested 17 truants and committed two boys to Weschester Home, one boy to Fairview Home and two girls to St. Coleman's Home. Our citizens believe in the law and aid in its enforcement.

Our board of education have resolved to employ no teacher hereafter who has not had professional training or experience. We have 23 teachers who are earnest, capable and industrious, and while some have not had the benefits of professional training, they have made up that loss by diligent study and earnest work. The educational interests of Waterford are very fortunate in having

a board of education of good and capable men in every respect, who are thoroughly alive to all that pertains to the welfare of the schools.

WHITE PLAINS

RALPH A. STEWART, *Superintendent*

Population of village, July 31, 1896 (estimated)	6,500
School population (5 to 18 years), July 31, 1896	1,424
Total net enrollment in public schools of pupils between 5 and 18 years of age	880
Number of pupils under 5 years of age enrolled in kindergartens	19
Aggregate days of attendance in all public schools of village	121,368
Average daily attendance	654
Per cent. of daily attendance on total net enrollment	69
Average membership (number belonging)	665
Per cent. of daily attendance on average membership	9,353
Number of school buildings	1
Number of sittings	741
Number of pupils in attendance at high school	97
Assessed valuation of village, real and personal	\$2,138,560
Expenditures for all school purposes, September 1, 1895, to September 1, 1896	\$27,262.61
Average expenditure for all purposes per pupil enrolled, based on net enrollment	\$30.32
Number of evening schools	None
Number of pupils in evening schools	None
Number of kindergartens, public, 1; private, none	1
Number of pupils in kindergartens, public, 116; private, none	116

During the past three years the schools have practically doubled having advanced in average attendance from 334, in 1893, to 654, in 1896. The number of teachers employed has been increased from 12, in 1893, to 19, in 1896. The average number of pupils enrolled per teacher has remained the same, 56. While this number is quite too large, it would not cause serious inconvenience if the distribution were equal; but while some grades enrolled as few as 38, others had on register as many as 116. The kindergarten, during the months of May and June, averaged 72 pupils, all of whom were in one room, but under the care of two teachers.

The high school is now a reality. About two and a half years of academic work was done this year. This will be increased each

year, until an entire four years' course is established. A course of study comprising three four-year courses has been arranged. The completion of any one of these will earn for the pupil considerable more than a 50-count Regent's diploma. The classical course is sufficiently comprehensive to fit a pupil for college; the modern language course meets the requirements of the technical schools; while the strong, well-balanced English course is well adapted as a preparation for the duties of the world.

The course of study for the grades has been completely re-arranged during the past three years, and as a result, a more logical distribution of time among the subjects has been secured. This has made possible the enriching of the course along the lines of science, history, geography, literature, and form-study and drawing. These changes have been introduced gradually so as not to disturb seriously the running of the school.

The work in form-study and drawing, which is supervised by a special teacher, has been correlated carefully with the other work, with the result of increased interest and helpfulness in this subject. Music, another subject which is directed by a special teacher, is accomplishing excellent results. As now presented, it is as much a thought subject as arithmetic, no mere rote work being allowed. The result, especially in the lower grades, are marvelous. A modest beginning in fitting up a gymnasium has been made. All departments from the second grade through the high school use the apparatus, gaining thereby increased enthusiasm in the gymnastic work and increased benefit from it. This work is directed by a graduate of the Boston school of gymnastics.

The Compulsory Education Law was enforced with a reasonable degree of strictness. As a result, the punctuality and attendance were very noticeably improved. Although there are no definite figures, the registration was undoubtedly increased by the operation of this law.

WOODHAVEN (No. 7, Jamaica.)

CYRUS E. SMITH, *Superintendent*

Population of village, July 31, 1896 (estimated).....	8,000
School population (5 to 18 years), July 31, 1896.....	2,056
Total net enrollment in public schools of pupils between 5 and 18 years of age.....	1,812
Number of pupils under 5 years of age enrolled in kindergartens.	
Aggregate days of attendance in all public schools of village.	220,723
Average daily attendance.....	1,379

Per cent. of daily attendance on total net enrollment.	76
Average membership (number belonging).....	1,312
Per cent. of daily attendance on average membership.	93
Number of school buildings (a new building is nearly completed).....	4
Number of sittings.....	1,532
Number of pupils in attendance at high school.....	19
Assessed valuation of city, real and personal.....	\$2,805,117
Expenditures for all school purposes, September 1, 1895, to September 1, 1896.....	\$69,072.66
Average expenditure for all purposes per pupil enrolled, based on net enrollment.....	\$38.12
Number of evening schools.....	.....
Number of pupils in evening schools.....	.....
Number of kindergartens, public, none; private, none, .....	.....
Number of pupils in kindergartens, public, none; private, none. . . . .	.....

EXHIBIT No. 9

INDIAN SCHOOLS

- 1. NAME AND POST OFFICE ADDRESSES OF SUPERINTENDENTS**
 - 2. REPORTS OF SUPERINTENDENTS**
 - 3. STATISTICAL TABLE**
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INDIAN SCHOOLS

1. NAMES AND POST OFFICE ADDRESSES OF SUPERINTENDENTS

Superintendents of Schools, Indian Reservations

SUPERINTENDENT	Reservation	Post office address
William K. Harrison.....	Allegany and Cattaraugus.....	Salamanca.
W. W. Newman	Onondaga	South Onondaga.
C. McConnell	St. Regis.....	Hogansburgh
J. S. Raynor	Shinnecock and Poospatuck.....	East Moriches.
Charles C. Parker.....	Tonawanda.....	Akron.
W. P. Mentz.....	Tuscarora	Suspension Bridge.

2. REPORTS OF SUPERINTENDENTS

ALLEGANY AND CATTARAUGUS RESERVATIONS

WILLIAM K. HARRISON, *Superintendent*

I respectfully submit my report as superintendent of the Indian schools on the Allegany and Cattaraugus reservations for the year ending July 31, 1896.

There are six schools on the Allegany reservation, located about five or six miles apart, and accommodating the inhabitants of the reservation fairly well with the exception of one or two communities. The average attendance at these schools for the year has been about 40 per cent. of the children of school age. It is estimated that there are about 200 children of school age on this reservation and about 140 of them have been registered as attending school some part of the year, or about 71 per cent.

All of the teachers in this reservation are white. The interest of the Indian people in the schools is apparently increasing.

The number of schools on the Cattaraugus reservation is 10. The communities on this reservation are better supplied with schools than upon the Allegany reservation, and the interest of the Indians in the schools is more apparent than on the other reservation. The average attendance for the year was about 42 per cent. of the children of school age on the reservation and the whole number registered was about 78 per cent. The schools on this reservation are in better condition than on the Allegany reservation, and the chil-

dren make better progress in their studies. The only reason that I have been able to discover for this is that the people on this reservation average a better intelligence and have been more thrifty, although in the last few years there has been marked improvement in these respects among the people on the Allegany reservation. The Indians on each reservation furnish the wood for the schools almost entirely and there are but few days during the year when the schools are without fuel. The teachers on the Cattaraugus reservation are mainly white. Three Indian teachers have been employed during the year. Some of these teachers have been teaching Indian schools for 25 years. There are a number of young men and women from the Cattaraugus reservation attending school at Hampton, Carlisle and various normal schools of the State. There seems to be quite a sentiment among the representative Indians on both reservations in favor of a Compulsory Education Law, and I should be very much in favor of such a law if some way can be devised by which it can be successfully enforced. At present I think the State is paying out as much for the schools as it ought, and if there is any expense incurred in enforcing such a law it ought to be borne by the Indians.

On the whole I believe the schools and the attendance to be better than they were a few years ago, and that from present indication they will continue to improve in proportion as the interest in them increases among the people.

ONONDAGA RESERVATION

W. W. NEWMAN, *Superintendent*

Our reservation State school has been, during the past year, in charge of Miss Mary W. Ross, a recent graduate of the Oneonta normal school. She was recommended to me by Principal Milne as one who, for religious reasons, preferred missionary rather than other school work. Her assistant, Miss Helen L. Potter, was a graduate of the Syracuse high school, and had been two years in the Syracuse university. Both were members of the Baptist church, and as neither the Methodist nor Episcopal missions had any Sabbath school, they soon began one in the schoolhouse.

They have worked intelligently, faithfully and successfully during the school year of forty weeks. But even with all their hard work the yearly total of pupils decreased from a total of 118 in 1894-'95 to 104 in 1895-'96, and the yearly average from 55 to 42. Perhaps a part of this decrease may be on account of Indian children being sent to the Thomas Orphan Asylum, to Philadelphia, Carlisle and Hampton.

The same reasons that make a Compulsory School Law necessary for the whites make it even more plausible for the Indians. The whites are taxed. The Indians are exempt from taxation. The whites dare not allow a part of their children to grow up without the restraining and stimulating influence of the schools. How much more necessary that a so-called inferior race should be educated! In my report of 1888, I said: "I respectfully suggest that legislation compelling the attendance of Indian children at the State schools be placed in some available form for the well-being of our Indian children." In 1896 an Indian grandmother who sent the children of her own household very regularly to school wrote to the Department on this matter and received this letter:

"STATE OF NEW YORK:

**DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE, ALBANY, *June 8, 1896.***

Mrs. JARIS PIERCE, *Onondaga Castle:*

Mrs. Pierce.—Replying to your letter of the 1st inst., I regret exceedingly to have to say that the provisions of the Compulsory Education Law are not applicable to Indians.

I hope that your evident interest in the education of these unfortunate children will lead you to devise some means to secure their attendance at school.

I assure you of my sympathy and my help in whatever way I may be able consistently to render it.

Yours respectfully,

**CHARLES R. SKINNER,
State Superintendent."**

That letter is all right in spirit and in promise, but if a proper amendment to the present Compulsory Education Law, or a new Indian Education Compulsory Law should be before the Legislature during its next session, we shall appeal to you for counsel, "sympathy and help."

ST. REGIS RESERVATION

C. McCONNELL, *Superintendent*

I herewith submit my annual report of the schools under my charge:

I think during the school year just ended, the pupils in the various schools have improved more rapidly than in any year preceding, that I have been connected with them.

We are slowly correcting some of our greatest drawbacks, and with a corps of good teachers, two of them normal graduates engaged for the coming year, I look forward to even greater improvement. The attendance is somewhat smaller, owing to the special effort put forth by the management of a white school in the vicinity to draft the Indian children.

There are some improvements in and around the school buildings very much needed. It is recommended, chiefly as a matter of economy, that the various school buildings be repainted; some are already badly in need of paint. Further, it is desired that all school buildings situated in pasture fields should be inclosed by suitable fences. There is much objection to barbed-wire fence.

The primary task in the schools consists in teaching the pupils the English language. They live in homes, where they rarely hear anything but the native dialect. The necessary course of instruction in school is largely by objects and symbols. The blackboards have become worn and are inadequate in space. From 12 to 16 feet of substantial board, as for instance slate, is indispensable. For assistance in geography two maps for wall, one a map of the United States, are essential.

SHINNECOCK AND POOSPATUCK RESERVATIONS

J. S. RAYNOR, *Superintendent*

In making my annual report for the Shinnecock and Poospatuck schools, I can only say that they were taught for the usual time, by the same teachers, and in much the same manner as for several years past. I have heretofore insisted upon instruction concerning the effects of alcohol and tobacco upon the human system, and during the last year we tried to carry out the requirements of the more recent law. I am in hearty sympathy with all rightly directed efforts for creating in the minds of the young an aversion to the ordinary use of these poisons, and think all our teaching should tend toward good morals and good citizenship.

The Shinnecock school situated near the thriving village of Southampton, frequently receives benefit in some way from its people. For two or three years we have felt the need of new desks, but delayed and hesitated about trying to procure means through legislative appropriation. Lately, the Southampton Union School made some changes in its seating arrangements and gave us some of their discarded ones, so that our house is now reseated with desks practically as good as new.

In matters of instruction, while we claim no startling progress, we feel assured of an upward tendency, and for this we continue to strive.

TONAWANDA RESERVATION

CHARLES C. PARKER, *Superintendent*

It gives me pleasure to have the honor of reporting to you the prosperity of the schools in my charge. It is my belief that they have been more interesting and successful during the past year than in any previous year of their history. From the beginning of the year it has been my aim to arouse an interest in the children, and the desired result seems to have been accomplished, viz., the greater interest of all concerned—teachers, trustees and parents, as well as children. One reason for this conviction is that parents say that it was difficult to persuade the children to remain at home when they were needed.

Arbor Day was observed for the first time, and there seemed to be much interest manifested. The parents furnished the (maple) trees and the children carried them to the school grounds. The large boys set the trees, and the girls and small boys made the flower beds. All seemed to enjoy the work and take special interest in it.

The attendance during the past year has been larger than during any previous year, and it would doubtless be increased much more if suitable accommodations were provided. Many of the children have to walk three or four miles to school, and so can not attend in bad weather. They need a schoolhouse nearer at hand. A suitable building is also needed in district No. 1, where the former schoolhouse burned about six years ago. In this district a small dwelling-house is rented for school purposes, but it is not adapted to nor fit for such a purpose. Both these buildings are greatly needed, and should be provided at the earliest possible opportunity.

The schools closed on June 25, with union school exercises and a picnic. The large gathering of Indians and visiting whites seemed to enjoy the day, and we were encouraged to hope that still more good may be accomplished during the coming year than in the one just ended.

We believe that the advancement of education among the Indian people is the surest means of making them good citizens.

TUSCARORA RESERVATIONW. P. MENTZ, *Superintendent*

The schools upon this reservation, I am pleased to state, have passed another year very pleasantly, and have made good progress in their studies, and appreciate their comfortable schoolhouses

and pleasant yards, which, we feel, has a tendency to make them improve their own homes and surroundings.

The number of children of school age upon this reservation is 105; whole number who attended school some portion of the year, 87; and some of the 18 not attending the reservation schools have attended at Carlisle, Pa., leaving only a very few that have not attended school.

The Indians have been liberal in the matter of fuel, and there is nearly enough in the sheds at present to last the greater part of next winter. I urge them to provide fuel ahead, to stimulate them to practice the same policy in their own homes.

The parents appreciate the liberal support from the State in the cause of education and often express themselves as grateful for the interest taken in their behalf. The schoolhouses and yards are commented upon, not only by the Indians, but by the whites who chance to pass by them, and when all the trees growing around them become large enough, it will make the yards pleasant and shady resorts for teachers and children.

The teachers and scholars seem to work in harmony, and a deep interest is manifested to improve the time and opportunity to become good citizens and to be better able to engage in the duties and vocations they may follow. Upon the whole the schools are prospering, and, to a certain extent, our expectations are realized.

3. STATISTICAL TABLE

Showing the attendance, etc., at the several Indian schools on the different reservations.

	Number of districts	Number of pupils of school age	Number attending some por- tion of the year	Average daily at- tendance	Number of teachers	Expense
Allegany.....	6	200	143	79	6	\$2,003 30
Cattaraugus.....	10	325	254	136	10	3,773 85
Onondaga.....	1	130	104	42	2	1,510 78
St. Regis.....	5	325	145	60	5	1,763 55
Shinnecock.....	1	55	51	24	1	457 76
Poospatuck.....	1	19	13	10	1	380 57
Tonawanda.....	3	137	117	53	3	1,302 35
Tuscarora.....	2	105	87	32	2	700 00
Total.....	29	1,296	914	436	30	\$11,891 16

EXHIBIT No. 10

INSTITUTIONS FOR DEFECTIVES

1. LIST OF INSTITUTIONS AND SUPERINTENDENTS
 2. REPORTS OF SUPERINTENDENTS
 3. STATISTICAL TABLE
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1. INSTITUTIONS FOR DEFECTIVES

Names and Post office Addresses of Principals and Superintendents

Principals or superintendents	Name of Institution	Post office address
Enoch Henry Currier, prin..... } Chauncey N. Brainerd, supt..... }	{ New York Institution for the Instruction of the Deaf and Dumb	Station M, New York.
D. Greene, prin	Institution for the Improved In- struction of Deaf-Mutes.....	Lexington ave., between 67th and 68th sts., N. Y.
Celestine Schottmüller, supt.....	St. Joseph's Institute for the Im- proved Instruction of Deaf- Mutes.....	Fordham.
Edward Beverley Nelson, prin...	Central New York Institution for Deaf-Mutes.....	Rome.
Z. F. Westervelt, supt.....	Western New York Institution for Deaf-Mutes.....	Rochester.
Mary Ann Burke, prin.....	Le Couteulx St. Mary's Institution for Improved Instruction of Deaf-Mutes	Buffalo.
Edward C. Rider, supt.....	Northern New York Institution for Deaf-Mutes	Malone.
William B. Walt, supt.....	The New York Institution for the Blind	34th st. and 9th ave., New York city.

INSTITUTIONS FOR DEAF AND DUMB

2. REPORTS OF SUPERINTENDENTS

NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB

ENOCH HENRY CURRIER, *Principal*

I herewith transmit the seventh-eighth annual report of this institution covering the work accomplished during the last year.

For the period including August 31st, there were enrolled 418 pupils, of whom 275 were males and 143 females, supported as follows: Two hundred and forty-one by the State of New York; 138 under 12 years of age by the counties; 34 part of the year by the counties and part of the year by the State; four by their parents and guardians; and one by the institution.

Of the pupils enumerated, 165 were born deaf; 64 became deaf under the age of 2 years; 110 became deaf after the age of 2 and before the age of 7; 33 became deaf after the age of 7; 41 were partially deaf, and defective in speech; and in five cases the age at which deafness occurred is unknown.

In the intellectual department of the institution 26 teachers including the principal were engaged, six gentlemen and 20 ladies, all of whom had been selected with special reference to their experience in the work of instructing the deaf.

The training in handicrafts afforded in the trades' school has been under the direction of 12 competent masters. In this training of both mind and hand afforded to the pupils of this institution, every effort has been made to maintain the highest possible standard of excellence in all the departments.

The library of the institution, which includes a special collection of works relating to the profession of deaf-mute instruction, has been further increased and at present contains 7,412 volumes, and 13,361 pamphlets. Of the bound volumes, 1,800 are set aside for the special use of the pupils, whose reading is carefully encouraged and directed by the instructors. The reading-room is supplied with all the leading periodicals, and a selection of the weekly illustrated journals. The laboratory and cabinet of the school are in excellent condition, and receive such additions from time to time as cir-

cumstances may require for the proper elucidation and illustration of the courses of study.

The rotation system employed, made up of periods of 40 minutes, has given complete satisfaction. It has proved to be a decided advance over the single-class system. Aside from freeing the pupil from the monotony resulting from continued confinement to one room during the entire school session, rotation permits the teachers to give special attention to one subject, and affords them an opportunity to present that subject more thoroughly and attractively so that the interest of the pupil is retained. It moreover brings the pupil in contact with several teachers in place of one, thereby affording him more extended general information than is possible under any other plan. Not the least, however, of the advantages of this system is the ease with which the proper assignment of new pupils is made as they arrive, without unduly crowding a class. The constant increase in the number of new pupils throughout the school year, with the difficulty of engaging additional experienced teachers after the opening of the school, makes this consideration an exceedingly important one.

Each grade has its own program of work adapted to the standing of the pupils therein. These programs indicate the work for the entire academic year, which, for the purpose of regulating the studies and grading according to the changes in the relative rank of the pupils, is divided into three terms. Experience has shown that, with deaf children, individual treatment is to a great extent an absolute necessity. The smaller the class the more this is possible, and the more marked is the progress of the pupil. A class numbering from 10 to 12 is quite enough to demand all the tact, skill and ingenuity of the most accomplished teacher. With this number he is enabled to do each pupil justice; with a larger number both the pupil and the teacher must suffer, the former from the lack of individual attention; the latter from the loss of nerve force expended in attempting to give the benefit of his skill equally. Under the present system no class has more than 13 pupils, the majority 10, and some 8. A careful study of the needs of the individual is made, in every instance, and the proper methods to be employed are thus indicated. Speech is taught to all. Many are taught by speech exclusively; a number through speech addressed to the ear. The object of all our instruction is to give to the pupil the ability to use the English language readily and correctly, hence constant practice in various visible forms thereof is required of all.

The work in the gymnasium has already more than fulfilled my expectations. Marked increase in chest measurements and the greater ability to properly regulate breathing have proven the correctness of the theory advanced last year. This institution is the first, and, if I am correctly informed, the only one in this country

in which daily gymnastic work is used for the purpose of securing successful articulation.

In my last report I referred to the adoption by the directors of a distinctive uniform for the male pupils, and with the commencement of the second term in January, 1896, military drill was inaugurated and has surpassed all my expectations as an aid to the discipline necessary to the successful management of a large school.

This drill, in connection with the regular systematic physical training of the gymnasium, has produced a marked improvement in the appearance of the boys; has secured an erect carriage, and has overcome the sliding, shuffling walk common to deaf children. This distinctive dress possesses also another advantage since it inculcates habits of neatness and affords to all pupils an equal opportunity of appearing well dressed.

An interesting event in the school day is the ceremony of raising the flag just before the beginning of the school session. The color guard march out from the main building and proceed along the driveway to the staff, which stands on the crest of the hill at the entrance gate. The sergeant in charge raises the flag, and as it reaches the top of the pole a salute is given. At the close of the day, with appropriate ceremony, the colors are lowered. In this way reverence for and loyalty to the emblem of our country are taught.

The new trades school building has been completed sufficiently to permit the installation of the printing office, cabinet and carpentry departments, and the other trades will be transferred to the new building in early September. The building is on the lines of the former building (the destruction of which by fire I reported to you last year), with several important improvements and additions, is of three stories and basement, and 100 x 30 feet in dimensions.

As a protection against a repetition of the loss sustained last year by fire of the trades school building, the directors have purchased a Heywood chemical engine, and the fire department of the city of New York has loaned a steam fire engine to the institution, for which a special house is being erected. A fire company has been organized among the officers and older pupils for active service, and frequent drills have secured an efficiency which it is believed will enable us to hold in check, until the regular fire department shall respond, any fire that may occur in the group of buildings.

Early in January a number of the younger boys were placed at work in the new range of greenhouses, entering upon a regular course of instruction in horticulture under a competent instructor. It is confidently believed that the result of this training will open a new field of remunerative occupation to our graduates, the

more common trades being now overrun in the competitive struggle for existence.

Within the past year special attention has been given toward perfecting classes of both sexes in the culinary art. The advanced female class in this branch has shown marked progress. On occasions without any previous notice, the members are supplied with materials for a course dinner, and are called upon to prepare and serve the same. Most excellent meals have been produced which indicate the practical value of the instruction the pupils receive in this most necessary branch of training.

The birthday of Lincoln was, for the first time, appropriately observed by patriotic exercises in the chapel of the institution. On Washington's birthday, and also on Arbor Day, special exercises appropriate to the occasion are used to illustrate and inculcate patriotism in the hearts of our pupils, and thus the deaf children are kept in touch with the great world in which they live.

It is with justifiable pride that I report the receipt from the World's Columbian Commission, of a special diploma and bronze medal awarded, "For evidence of excellent methods in teaching and good work done by the pupils."

At several special conventions of teachers of the deaf held during the year, the institution has been represented.

The aim of the institution is in the direction of affording to the pupils a practical education of both mind and hand, and the measure of success that has crowned the efforts of the past year has been gratifying to both educator and philanthropist.

INSTITUTION FOR THE IMPROVED INSTRUCTION OF DEAF-MUTES, NEW YORK

D. GREENE, *Principal*

In compliance with your request I beg leave to submit the following report of the institution under my charge for the school year ending this date.

The total number of pupils who were connected with this institution during the period covered by this report is 217. Of these, 131 were State pupils, 81 were county pupils and five were pay pupils.

During the early part of the last school year the pupils were divided into 16 classes, each of which had its regular teacher. But the lower classes becoming too full to insure satisfactory results in the instruction, the school committee authorized the engagement of an additional teacher, in December last, which action afforded the desired relief. It is the unanimous opinion of all

teachers of the deaf, regardless of the system of instruction to which they adhere, that other things being equal, the smaller the number of pupils that a teacher has to instruct in one class, the better will be the results of the teaching. In an institution of this kind, no class should contain more than 10 pupils, and if the finances permit, the number should be limited to eight. Owing to their peculiar condition, the children under our charge require a great deal of individual attention on the part of the teacher. Every time that a new word is introduced in a lesson, the teacher can not be sure that all the pupils of her class read it correctly from her lips and are able to articulate it intelligibly, unless she lets each one repeat it. In many instances of this kind a majority of the pupils of the class while attempting to pronounce the new word will make errors, the correction of which, consumes more or less time. Often the pupils do not all make the same errors of pronunciation and each child has to be corrected separately. While the teacher is thus occupied with one, the others derive little or no benefit from it. It is therefore evident that if the class is large, the progress of the pupil must necessarily be greatly retarded. That deaf children experience difficulty in reading from the lips of their teacher, words which are new to them is not at all to be wondered at, since even persons in the possession of all senses often fail to grasp all the sounds of a word which they hear for the first time, and have to hear it pronounced several times before they are able to repeat it correctly. It might be said that the difficulties of which I have been speaking might be obviated if new words were presented to the pupils in writing. Such a mode of procedure would indeed save time for the moment but nothing would be gained by it in the end. On the contrary the acquisition of spoken language and the ability to read the lips would thereby be greatly hindered. The reason of this was explained in the reports of previous years.

What has been said here in regard to the articulation of words, applies with almost equal force to the use of spoken language. In expressing thoughts by means of articulate speech every pupil makes mistakes of his own and requires special correction and explanation. The smaller the class, the more frequent will be the opportunities for each pupil to make use of whatever ability he has to use language as a vehicle of thought and the more frequent will be the opportunities of the teacher to correct him.

While the chief aim of our instruction is to teach the pupil to converse orally with those who hear and speak, we do not undervalue the necessity of giving him at the same time ample practice in the use of written language. Even a hearing person will find it a great deal more difficult to reduce his thoughts on a cer-

tain subject to writing in regular logical order, and in grammatically correct sentences, than he would experience in speaking on the same subject. In the case of deaf mutes this difficulty becomes still more apparent. Hence the time devoted to written exercises must be ample. During the last school term some changes were made in our program of exercises, which are considered a great improvement on our former plan. After each lesson in spoken language, the pupils are required to take their seats and write down what they remember of it, and the teacher corrects their work of this kind. Every lesson in history, geography, physiology, etc., that has been committed to memory is recited in writing, and all reviews and examinations are conducted in the same way.

According to chapter 32 of the Laws of 1892 we are required to admit pupils at an earlier age than formerly. Some parents of deaf-mute children have shown themselves quite eager to take advantage of this law and have brought them to the institution at the earliest possible moment. This was to be expected, for it is quite natural that if a child is a mute his father and mother should be anxious to have him taught to speak, and they can hardly wait for the time when they can hear him pronounce the words papa and mamma. There is also a wide-spread popular belief that a deaf child must be taught to articulate while very young, lest his organs of speech should become too stiff and inflexible, and consequently unfit to perform the delicate movements of articulation. The fallacy of this popular belief has been repeatedly explained in former reports and need not be expatiated upon here. The experience of the last few years has demonstrated without a doubt that it would be in the interest of the State and of its unfortunate wards to repeal the law requiring institutions to admit deaf pupils at the age of five years, for, with few exceptions, a deaf child is not sufficiently developed mentally as well as physically at the age of five to apply himself seriously and successfully to the task of learning to speak and to read and write. Hence very little can be accomplished with these young children for two or three years after they enter school. The advantages which they derive from being in school during that early period of their lives are by no means commensurate with the expense to the public. It must also be remembered that many of the children of the poorer classes will not remain in school longer than a certain period of time. After such a child has been in school say, ten years, his parents are very apt to think he has been in school long enough, and that it is time for him to go to work. Now, nobody will dispute that if a pupil is to spend ten years in school, it will be better for him to come at the age of seven and remain till he is seventeen, than to come at five and leave at fifteen. As a rule, the pupil who remains at school till he is seventeen years old will learn more

during the last two years of his course than he has previously learned during three or four years.

There is still another reason why children should not be sent away from their homes before they are seven or eight years old. At that age, namely, seven or eight, a good many of them have passed through those infantile diseases which are so apt to become epidemic and assume a malignant type in large institutions. I am speaking of scarlet fever, measles, whooping cough and croup. If a little child is taken sick with one of these diseases at his own home, his chances of recovery under the loving care of his mother are generally far better than if he lives in an institution where he has to be intrusted to persons who are hired for the purpose of taking care of him.

Unless the law relative to the age of admission of pupils should be changed in the near future, we shall be compelled to erect a separate building for the accommodation of those young children whom we have to receive under this law. At the time when our present buildings were planned we did not receive pupils until they were old enough to dress and undress themselves, amuse themselves in the play-room or on the play-ground, etc., and our domestic arrangements were made accordingly. But if we are to have about 25 children of five and six years of age, we must provide a separate building, especially designed for these little ones, where they can be amused and entertained and taken care of by persons who are specially adapted to work of that kind. It is the intention of the board to erect a four-story structure in the southwest portion of our grounds, which is to contain a play-room, two class-rooms, two dormitories and bed-rooms for the necessary number of attendants. The estimated cost of this proposed building is about \$20,000.

ST. JOSEPH'S INSTITUTE FOR THE IMPROVED INSTRUCTION OF DEAF-MUTES, WESTCHESTER

CELESTINE SCHOTTMÜLLER, *Superintendent*

The close of the school year, June, 1896, found at St. Joseph's Institute for the Improved Instruction of Deaf-Mutes an attendance of 349. Of this number, 159 were county and 28 private pupils; the remaining 162 were State pupils.

The closing examinations proved that the majority of the pupils had made good use of the educational advantages afforded them by the liberality of the State. The various divisions of the industrial department showed results equally as good as those attained in the school-room, and were particularly encouraging from the fact that

the greater number of our pupils must be in after life dependent on their own exertions for a livelihood.

The discipline of the school continued to be excellent throughout the year. The deportment of the pupils, both boys and girls, was in general praiseworthy, and the arduous labors of the teachers were lightened and lessened by the good will with which their pupils responded to the efforts made for the advancement of their welfare.

For the past two or three years, the boys' department has been somewhat crowded and the inmates of the school have experienced more or less of the inconveniences occasioned by lack of room. This undesirable state of affairs will, however, soon be remedied; the fine, large building begun over a year ago is now almost completed, and will, we hope, be ready for occupancy in a few weeks.

CENTRAL NEW YORK INSTITUTION FOR DEAF-MUTES, ROME

E. B. NELSON, *Principal*

I hereby send you a report of the doings and operations of the Central New York Institution for Deaf-Mutes for the past year.

At the close of the academic year in June there had been 134 pupils under instruction in various stages of mental development, from kindergarten to high class. We expect to have about the same pupilage during the coming year.

The school, which came into existence in 1875, has had a very prosperous year. The officers have all been attentive to their duties and the pupils have applied themselves in such a way as to meet with the approbation of the parents and our board of trustees.

The institution in all its departments, I am pleased to report, has been conducted with efficiency and a good degree of success. The routine of the school includes an arrangement by which there are some pupils always in the industries and some always in the school-room. To perfect this arrangement and classification so that no two classes would go to the same teacher at the same time has required considerable thought and time, but I am pleased to say that it has been crowned with success and till something better turns up this method will continue in operation. By this arrangement we are enabled to reduce the number of pupils in the class and thus get more satisfactory results. The work of the classes in industrial training indicates very general progress in every branch taught.

The method of instruction adopted in this institution is that system which is called the "combined or eclectic," that is, we teach

articulation and written language, in combination or separately, as experiment may show to be the best; use the manual alphabet and signs, when necessary to explain to a deaf-mute's mind some word or action, which by simple spelling does not convey the proper impression to the child's mind. We apply the method to the child and not the child to the method, and therefore, endeavor to do the greatest good to the greatest number.

It has been supposed that oral instruction, as applied to the American deaf, began in New England a quarter of a century ago. The fact is that articulation was the basis of instruction in the original school for the deaf in this State in 1819. It continued till 1829, when, as the result of investigations by the Superintendent of Common Schools into the systems of other States and his recommendations, the school abandoned this as a single method and took up manual teaching. But articulation teaching subsequently received a place as one of the methods for use where practical results could be obtained.

It is a great fault of some instructors that they try to teach a deaf-mute too much; give them too many books; go over too much ground, etc. Experience has taught me that to give pupils of our schools a good foundation in the four fundamental branches, teach them some trade by which they can earn a livelihood after leaving school and have their time mixed up with a few social gatherings and literary work is the proper thing to elevate their minds and bring them in contact with society. Aside from moral training our constant aim is to give our pupils a fair use and ready comprehension of the English language. To be successful in this a teacher of the deaf must have a realizing sense of what language is; must work; must have the cultivation of the memory to its fullest extent and must have the cultivation and use of the imagination in and through all language work. Our chief aim is to bring our pupils up, after they leave school, to be respectable citizens, able to care for themselves; an honor to their homes and to society in general.

The general health of the school has been good. There have been the usual number of minor cases of sickness, all of which readily yielded to careful treatment and good nursing. There have been two deaths, one a pupil, named Ella Finister, who died on the 28th of April from an acute attack of bronchitis, and the other, Benjamin James Hunter, foreman of our shoe-shop, who died on the 29th of July from an acute attack of peritonitis.

In conclusion I would say that we think it desirable that there should be some provision made by which supervisors and overseers of the poor can be compelled to do their duty, in the appointment of deaf children between the ages of 5 and 12 to schools for the deaf, without a resort to mandamus proceedings. Three such children perfectly capable of instruction and of poor parents are known

to us as being kept out of school, because the supervisors will not appoint them; nor will the overseers of the poor; all being afraid the county will have to pay out some money for their education. Their parents can not understand why they may send their hearing children to the public schools without let or hindrance; indeed are liable under the Compulsory Education Law if they do not, while their deaf child, who needs educational privileges vastly more, is barred out. We do not know how far the provisions of the Compulsory Law may apply to these deaf children in its letter, but its spirit certainly is to secure to all the youth of the State an education if they are capable of receiving it in any of the schools the State patronizes or supports. Our duty as a school is to provide instruction for that portion of the State's youth that is lacking in the sense of hearing, but when we are met on the very threshold of effort to ameliorate in individual cases, by official greed, insolence and intolerance, the outlook for the child is darkened, whereas the law governing the case intends it to be of the brightest.

WESTERN NEW YORK INSTITUTION FOR DEAF-MUTES. ROCHESTER

Z. F. WESTERVELT, *Superintendent*

The twentieth annual report of the above-named institution for the year ending September 30, 1896, is herewith respectfully submitted.

The total attendance of pupils during the year has been 185. Of this number 112 were State pupils, 71 were county pupils, and 2 pay pupils. The number of pupils in attendance since the organization of the school has been 470. Of the 303 who have been withdrawn, the average duration of attendance has been 5.85 years. At the close of the school in June there were 2 graduates from the high class who received full diplomas; 3 pupils who were members of the lower grades completed their terms of appointment and received certificates showing the grade of the school to which they had attained and the advancement they had made in the trade classes. Of the 185 enrolled at the end of the year, 94 were congenitally deaf or lost their hearing under the age of two years; 72 lost their hearing after they were two and before they were seven years old. Of 8 there are no statistics in regard to deafness.

The average attendance of pupils during the year was 160; the total cost of maintenance was \$53,355.50; the rate of expense per capita for the past year was \$332.64.

As the characteristics of little children and adolescents and the environments that best promote the growth and happiness of each

are so different, the children under 12 or 15 years have been cared for in a separate building which we call the kindergarten. The exercises in this department open daily with morning circle, at which are gathered all the children and the teachers, one of whom gives a short talk, and then follow the kindergarten songs with pantomime, in which all take part, the words of the songs being recited in concert by manual spelling and speech. At the end of the exercise half the children go to the physical occupation classrooms and half to the classes for speech, speech reading, language work and for kindergartening. Our kindergarten has been in operation for eighteen years and the results of its training have been gratifying. Dr. W. T. Harris says that through the training of the kindergarten "the child ascends from the world of nature to the world of humanity; from the world of things to the world of self-activity; from the material and earthly to the spiritual. . . In the gifts and occupations, the child becomes conscious of his will as a power over matter to convert it to use. . . In the games and plays he becomes conscious of his general or social self, and there dawns the higher ideal of a self that is realized in institutions, over against the special self of the particular individual. In the songs and pantomime the child uses his self-activity to reproduce for himself the activities and occupations of the world of society. He produces a reflection of this world of human life about him, and repeats to himself its motives and its industries, putting himself in the place of the grown-up citizen, and assuming his mode of thinking and acting. By this he attains the new consciousness of a higher self-acting within its particular self, and dictating the customary usages, the conventional forms of politeness, the fashion set for him to follow, and, above all, he begins to have a conscience. Conscience demands unconditional obedience, the sacrifice not only of possessions, but of life, too, in its behest. Here the child climbs up, on this symbolic pathway, through play, to the absolute mind."

The application to language exercises in our kindergarten has this fall been limited to three hours a day, which is the duration of the session customary in public and private kindergartens for hearing children; to this is added two hours and a half of physical training. Every child from the oldest down, and six of the children in attendance at this time are under five years, has a period of forty-five minutes daily in carpentry and woodworking classes, one period in clay and paper modelling and drawing and designing, and one in sewing, one in Delsarte, dancing and games. As the nascent period for developing the various forms of manual skill are roughly estimated at from four to fourteen years, it is an advantage to our children to be given this branch of their training at the time when they are able most readily to acquire the use of tools, the manipu-

lation of materials, the knowledge of form, and to gain command of their own motions, developing, as they grow older and obtain control of the smaller sets of muscles, accuracy of work, definiteness of motion and quickness and delicacy of perception.

Our kindergarten children for twenty years have been taught by sewing through perforations in cardboard with colored worsteds and making patchwork blocks to handle the needle. In securing a special instructor and assigning a full period daily we have enlarged the purpose and scope of this work. The boys and girls are taught by fitting dolls the first steps in tailoring and dress-making, and in addition to this the girls will have instruction in embroidery and lace making.

Training in drawing and design, modelling in clay, pasteboard and paper have always been a part of our kindergarten work, but is now given greater importance through its assignment to a special instructor whose time is exclusively devoted to this, making it contributive to the sewing and carpentry classes, though in both of these class-rooms designs are made and working drawings for all articles constructed.

In the making of pretty things with scissors and needles and thread, and in woodworking, the making of boxes, sleds, kite frames and other objects of interest and profit to themselves, their possession and their enjoyments are added to by the work of their own hands; but more than this, there is an opportunity for moral training, as their teachers appreciate the ethical lessons that can be adapted to every step in their course; and the language lessons that are drawn from the work reach far beyond the uses of tools or the knowledge of fabrics and of woods. So far our little children have seemed to learn language as rapidly as heretofore, and are also gaining a practical knowledge that we have not been able to give them. Col. F. W. Parker says, "Manual training is the systematic development of purpose; not only does it engender a love for work, but what is equally valuable, a habit of doing work thoroughly." The appreciation of form and the power to produce results with tools that has been manifested in the short time since this work was begun has been a most gratifying demonstration of the wisdom of the step which has been taken.

The teacher of Delsarte and dancing also teaches games. All children's games are educative, but it is not alone on this account that they are made a part of the course of instruction. The home neighbors' children do not know how to teach to the deaf child the games they would be glad to have them take part in. Their attempts, when most kind, are often discouraging and depressing. We hope to overcome this home isolation. The children are taught all of the commonly known indoor and outdoor games, and, having their training from a master hand, gain confidence to take

part in any games their home friends can play, and perhaps to lead them in others that are new to them. The training in Delsarte and dancing enables the deaf child, who drags his feet and walks with his whole body, as many of our deaf children persist in doing, for, as large groups of muscles are more easily moved than small groups, it is easier to move the side of the body than to lift the foot, and the deaf child, not having the aid of ears to give him a realization that the scuffling is objectionable, keeps it up perhaps as long as he lives. We believe our children will gain a fine, muscular feeling that will develop precision in walking, a graceful carriage and command of the body, give confidence in self and decision in action that will have a moral influence and act as a brain stimulant. Gracefulness was the supreme end of life with the Greeks.

Our kindergarten building has had special attention during the summer, and has been considerably improved. Several thousand dollars have been expended upon it, making it not only more attractive in appearance, but much better adapted to the needs of our little children's class-room work and daily life.

The school is steadily progressing along the lines that it has laid down for itself. It is being made more and more homelike and attractive, aesthetically, by decorating the walls of the rooms with pictures selected for their art value and their influence upon the children, and for the illustration of subjects, to the study of which the rooms are devoted. The rooms are also decorated with plants and aquariums, and the floors are kept waxed and polished. Unity of spirit is cultivated in the children through giving to the older little ones individual responsibilities in the care of those who are younger, with an understanding of the importance of their work as related to the whole work of the school and to every one around them. The performance of these duties develops the co-operative spirit and conduces to harmony and home feeling, broadens and deepens the ethical spirit of mutual service and cultivates reciprocal dependence.

The school is made a home, and everything possible is done to promote the home feeling of the children while they are here. The institutional idea is avoided with all that destroys the child's individuality by absorbing it into the organization. Three or four years ago our larger boys were uniformed, and we talked of uniforming the girls, but a short experience showed us that this was contrary to the spirit of the school and we gave up the plan. School children should not be made to dress alike any more than they should be made to think alike or to walk alike. This would be as destructive to individuality as to require the elephant and the squirrel to keep pace with each other. Common cloaking can not put all upon the same level, and if it could, it would be unwise for a school to adopt it, because such condition would be contrary

to the sociological conditions found outside the institution, and, as it is impossible by this means to affect the character, so doing would only bring about a deceptive appearance of good. The old education made much of what one has, of the accidental conditions of rank and fortune. "The new education" teaches the child that the test of success and happiness, of merit and reward, is the true use made of his natural gifts and attainments. The ethical teaching of the new school now leads everyone to be thankful for such things as he has and therewith to be content. Uniformity is not the order of nature. Men are not created equal and never could remain so in any phase of life. No detail of school management or discipline should be allowed to assume such proportions as to overshadow the needs of the individual. Order, system and method are essential, but should not be allowed to become so crystallized and solidified that they can not be readily waived or adjusted to the requirements of the individual child.

LE COUTEULX ST. MARY'S INSTITUTE FOR IMPROVED INSTRUCTION OF DEAF-MUTES, BUFFALO

MARY ANN BURKE, *Principal*

In compliance with your request, I herewith submit the report of the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes, for the school year ending July 31, 1896.

The number of pupils in attendance at the date of our last report was 118. Since that date, 25 have been admitted, and 23 dismissed or withdrawn, leaving the present number 120; 58 boys and 62 girls. Of this number, 60 are State pupils, 49 are supported by counties, eight by friends, and three by the institution.

During the past year, the work of the several departments has gone on without interruption and with good results. The school work has been excellent. The pupils, as a rule, have given close attention to their studies, and their conduct has been all that could be desired. The teachers and officers have been earnest, painstaking and conscientious in the performance of the duties assigned them. Twelve instructors, including the principal, have been employed in the educational department, and five in the industrial department.

We have used, essentially, the same methods of instruction as in the past, amending and perfecting minor points. Beginning with kindergarten work for the youngest, the range of studies extends through the grammar course of the common schools, varied in some particulars, to meet the wants of deaf children.

Instruction is given in and by speech and speech-reading wherever practicable. Every pupil entering the school is given a fair chance to acquire speech. Our class-rooms are abundantly supplied with illustrative apparatus. We have purchased a fine magic-lantern with a large collection of slides, which we found very helpful in our work.

The exhibit of the institution at the World's Fair received honor through the award of a medal and diploma, sent by the World's Columbian Commission, to the institution, last June. This honor was in recognition of "Excellence of work done for deaf-mutes and excellent work done by them."

The industrial department has had its full share of attention. A portion of each day has been devoted to the instruction in handicrafts, so that when our pupils have completed the term of instruction required, they may go forth into the world fully equipped with the means of self-support. The trades at present taught are printing, cane-setting, shoemaking, tailoring, wood-carving and Venetian iron work for the boys; and plain sewing, dressmaking, fancy work, cooking and domestic economy for the girls. The results of industrial training give ample evidence of the great value of this department of instruction. Many of our former pupils are making an honorable livelihood by means of the trades learned while at school.

Arbor Day, as usual, was observed by the school with great enthusiasm. Each of the older pupils was given a copy of the "Arbor Day Annual," kindly sent by your Department. This made the exercises unusually interesting to them. Three maple trees were planted; one being dedicated to the memory of the late Rt. Rev. Bishop Ryan, one to Gen. Wm. T. Sherman, and the third to Mortimer F. Adams, President of the Adams' Landscape Gardening Co., who kindly donated the trees.

The health of the pupils during the year has been excellent. This is due, principally, to the location of the institution, also to the sanitary condition of the buildings, in regard to ventilation, plumbing and drainage, and the care exercised by those in charge of the domestic affairs.

In conclusion, permit me to offer our most sincere thanks for the prompt attention given by your Department to all matters pertaining to the institution.

**NORTHERN, NEW YORK INSTITUTION FOR DEAF-MUTES,
MALONE****EDWARD C. RIDER, *Superintendent***

The following statement of facts constituting a brief general report of the Northern New York Institution for Deaf-Mutes, at Malone, N. Y., for the year ending September 30, 1896, is respectfully submitted:

The institution, established in 1884 by Mr. Henry C. Rider and others, has during its 12 years of existence enjoyed prosperity. Not only that which has come through its own efforts and increased by a liberal State, but that to which Providence has largely contributed, for during all this time not a pupil has died while in actual attendance, and but very few have been seriously ill. Dr. Skinner, our attending physician for 11 years has said, "I do not hesitate to express the opinion that the continued good health and satisfactory sanitary condition of the pupils, year after year, is to be attributed in a great measure to our admirable system of ventilation and sewerage, and the purity of our water supply, but more than all to the high and dry locality of our buildings which must necessarily take in all the balmy breezes of the Adirondacks from the south, and the cool, refreshing winds from the St. Lawrence on the north.

From its humble beginning when it was necessary to establish and maintain credit through the guarantee of friends, when its quarters were in scattered and rented buildings, and when there was but one class which comprised all the pupils of the school — 12 in number — under the instruction of one teacher, the institution is advancing in influence and usefulness to a position where it can offer to such children who, because of defective hearing or speech, or both, can not be educated in the public schools, unsurpassed advantages in the way of a well-rounded education. The large handsome building designed and erected as a permanent home for the institution was finished about six years ago, and with additions of trades' building, barns, ice-house and sheds, together with equipment and other chattels, the valuation of the school property is \$83,157.31. This, it is expected, will be increased within the coming year by the erection of a kindergarten building, money to build which was appropriated by the Legislature in 1895. This institution, like others of its kind in the State, is an incorporated organization doing an educational work under authorization of law. It receives children of legal school age and numbers among its patrons the State of New York and several counties therein. The statutes provide that the State shall patronize the various schools for the deaf located within her borders, by paying for the board, tuition and clothing of such children above the age of 12 years as are regularly appointed pupils by the superintendent of public instruc-

tion. Children between the ages of 5 and 12 who are eligible as pupils are educated at the expense of counties whence they come. Thus for the common good and for the benefit of the individual, the law, without discriminating between the rich and the poor, has opened the way for the education of every deaf child within the State whose age is above 5 years, and in that the burden of expense rests upon the people; our schools as well as those for the hearing are free. With opportunities so favorable and so easily within reach, there can be no excuse to justify the retention at home of deaf children who are in fit condition to receive benefit from such institutions.

During the past year, important changes have been made in our staff of officers and in our corps of teachers. The successful superintendency of Mr. Henry C. Rider terminated with the beginning of the present school term, and to fill vacancies caused by the retirement of two male instructors, and one female teacher who has been assigned to other duties, three ladies of experience in teaching the deaf have been engaged.

It is the purpose of this school to maintain a progressive attitude as regards methods of communication. Spoken language is to be preferred, but in cases where its use is unsuccessful, written language and dactylology are encouraged. As to methods of instruction ours differs not greatly from those that obtain in the public schools, yet necessarily there are reasons why the application of such methods can not be exactly the same in schools for the deaf. For example, the child without hearing and without speech, possessing as a means of communication only a few crude signs, can not be taught during the first few years in a manner that would bring success to a hearing and speaking boy; for what the latter has upon entering school — a more or less perfect use of English — it takes the former several years to acquire.

A few of our pupils have tried Regents' examinations and some have succeeded in passing one or more subjects, one young man having secured 24 credits.

The work of the kindergarten inaugurated nearly two years ago and since prosecuted under circumstances not altogether favorable will receive new impetus and will more convincingly demonstrate how great its value is when agreeably to its requirements proper conditions can be met. The new building which will probably be ready for occupancy before the close of the present school term will afford advantages and provide ways for a fuller accomplishment of the purposes of this department. Its classes now under the direction of two experienced teachers include 19 little people; 13 boys and 6 girls. If child culture means the harmonious

development of the intellect and bodily powers of the child, then it seems essential to education that along with mental training should go practice of the hand; an acquisition of skill in manual pursuits so that as industrial workers our girls and boys may know more than the mechanical part of trades. The kindergarten starts the plan, Sloyd and the school furthers it along, and the shops complete it, so far as institutions are concerned. Our pupils are required to give each day, Sundays excepted, two hours of regular practice in industrial classes. The number under instruction was 41; by classes as follows: Shoemaking, 8; printing, 14; dressmaking, 15; tailoring, 4.

The whole number of pupils connected with the institution during the year was 90; males, 55; females, 35. Of these 64 were State and 26 were county pupils.

The per capita cost of maintenance for the year is \$300.52. The receipts and expenditures are as follows:

Balance on hand September 30, 1895.....	\$2,415 56
From State Comptroller.....	15,768 75
From counties.	7,136 66
From miscellaneous earnings.....	416 27
	<hr/>
	\$25,737 24
Expenditures.	23,007 88
	<hr/>
Balance on hand September 30, 1896.....	\$2,729 39
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This does not include \$800 received under special law and expended for fire-escapes with which the main building has been equipped.

In conclusion permit me to thank your Department for its unvarying courtesy and for the stern sense of justice which has characterized its relations with this institution.

3. STATISTICAL TABLE

The following table shows the number of pupils in the institutions for the deaf and dumb, to which appointments are made by this Department, and how supported: also the number appointed during the year.

	State	County	Parents, etc.	Total	Appoint- ments
New York Institute*.....	241	138	5	418	53
New York Improved.....	131	81	5	217	18
Fordham.....	162	159	28	349	34
Rome.....	103	41	.....	144	12
Rochester.....	112	71	2	185	23
Buffalo.....	60	49	11	120	16
Malone.....	64	26	.....	90	10
Total.....	873	565	51	1,523	166

*Thirty-four were supported by the counties a part of the year and by the State the remainder thereof.

INSTITUTIONS FOR THE BLIND

THE NEW YORK INSTITUTION FOR THE BLIND, THIRTY-FOURTH STREET AND NINTH AVENUE, NEW YORK

WILLIAM B. WAIT, *Superintendent*

In compliance with your request, I beg to submit the following statement in regard to the work of this school during the year ending September 30, 1896:

Number of pupils, September 30, 1895.....	183
Admitted during the year.....	31
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Whole number enrolled.....	214
Reductions	31
<hr/>	
Number September 30, 1896.....	183
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This institution was founded, as stated in its charter, “for the purpose of instructing children who have been born blind or who may have become blind by disease or accident.” Pupils are received by this institution from the State of New York, and from other States for compensation, and its status and functions are similar to those of other institutions of a strictly educational character.

This school comprises a kindergarten and departments of literature, music and manual training, in which 21 teachers have been employed.

In January, March and June, 1896, Regents’ examinations were conducted, the pupils using type-writing machines in preparing their answer papers. Pass cards were claimed upon 149 answer papers sent forward, all of which were allowed. Three pupils also successfully passed the severe examinations of the American College of Musicians.

It should be noticed that the limitations and restrictions which are imposed by blindness not only render the instruction more difficult, but a given examination, with a time limit, offers many more difficulties to the blind than to the seeing student. Nevertheless, our pupils enter the lists on the same conditions as their more fortunate fellows, and we do not wish that any requirement be waived in our favor.

The school is well equipped with suitable apparatus and appliances, much of which is of a special nature, requiring to be specially made, and therefore very expensive.

The library contains about 5,000 volumes of bound books and pamphlets, the embossed books and music being in the New York point system.

Our object is to pursue the primary, secondary and higher subjects of study in their due order. The many-sided character of the work which has to be done, the difference in the ages and attainments of the pupils on entering, and the importance of music as a prime factor in the education of the blind, render it necessary to deviate largely from the courses of study followed in schools for seeing persons.

The following is the course of study:

KINDERGARTEN

The usual course is followed, the pupils being arranged in two grades.

LITERARY DEPARTMENT

Sub-primary.— Reading, spelling, number.

Primary grade.— Reading, spelling, arithmetic.

Intermediate grade.— Reading, spelling, geography with dissected maps, English history, object lessons.

Sub-junior grade.— Reading, spelling, geography with maps, American history, point print with composition.

Junior grade.— Reading, spelling, English history, arithmetic, grammar, geography, typewriting.

Sub-senior grade.— Arithmetic, grammar, history, geography, physiology with apparatus, rhetoric, composition, typewriting.

Senior grade.— Algebra, geometry, physics, mental and moral philosophy, civics, political economy, typewriting.

MUSIC DEPARTMENT

Vocal

Junior grade.— Exercises for the control of breath, and the formation and articulation of tones, with practice of scales, intervals and pieces; also exercises for the cultivation of the ear.

Senior grade.— The same continued with part singing.

Instrumental

Piano, organ, guitar.

THEORETICAL AND PRACTICAL

Harmonic notation, harmony, simple and double counterpoint, composition, acoustics, musical form, musical history, theory and practice of teaching, piano technic, point system of tangible music, staff notation, piano tuning.

INDUSTRIAL DEPARTMENT

The boys are taught cane-seating and mattress making, and, with the aid of models, are instructed to perform such manipulation of the piano action and strings as are incident to the art of piano tuning.

The girls are taught sewing and knitting by hand and by machine, embroidery, crocheting and such manipulation of needle thread, worsted, etc., as are used in producing useful and ornamental articles; also cooking and household economy.

PHYSICAL TRAINING

Daily class exercises.



EXHIBIT No. 11

UNIFORM EXAMINATIONS

FOR

COMMISSIONERS' CERTIFICATES

1. REGULATIONS GOVERNING UNIFORM EXAMINATIONS
 2. QUESTIONS SUBMITTED AT EXAMINATIONS DURING SCHOOL YEAR,
ENDING JULY 31, 1896
 3. STATISTICAL TABLE SHOWING RESULTS BY COMMISSIONER DISTRICTS BETWEEN JULY 31, 1895, AND JULY 31, 1896
 4. LIST OF FIRST GRADE CERTIFICATES GRANTED BY SCHOOL COMMISSIONERS BETWEEN JULY 31, 1895, AND JULY 31, 1896
 5. LIST OF FIRST GRADE CERTIFICATES RENEWED BY SCHOOL COMMISSIONERS BETWEEN JULY 31, 1895, AND JULY 31, 1896
 6. HOLDERS OF VOCAL MUSIC CERTIFICATES
 7. TABULATED STATEMENT SHOWING VALUE AND GRADE OF ALL CERTIFICATES ISSUED
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Regulations Governing Uniform Examinations FOR COMMISSIONERS' CERTIFICATES

1. REGULATIONS GOVERNING UNIFORM EXAMINATIONS FOR COMMISSIONERS' CERTIFICATES

STATE OF NEW YORK

DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE,
ALBANY, August 1, 1896. }

To School Commissioners:

The following regulations in reference to uniform examinations for commissioners' certificates are hereby established and prescribed for the guidance of school commissioners, to take effect August 1, 1896:

REGULATIONS

Certificates

Teachers' certificates issued by school commissioners shall be of three grades — first, second and third; a training class certificate, and special certificates to be known as drawing, kindergarten, and vocal music certificates.

First Grade

Term.— Certificates of this grade shall be issued for a term of five years.

Renewals.— Upon their expiration, from time to time, certificates held by teachers who have taught under them successfully for periods of three, four or five legal school years, may be renewed by any school commissioner in the State, for corresponding periods, without examination. These certificates hereafter renewed by school commissioners shall be made valid so that they shall expire on July 31st, or at the end of some school year.

Upon their expiration, from time to time, certificates held by teachers who have taught under them successfully for less than three legal school years, may be renewed by any school commissioner in the State, upon the approval of the State Superintendent of Public Instruction, but such renewals shall be for a period of three years or less, as the Superintendent shall determine.

Experience.— Candidates must have taught successfully for at least two years, and are not eligible to enter an examination without having had such experience.

Educational requirements.— Candidates shall be required to pass a written examination in the following subjects: Algebra, American History, Arithmetic, Bookkeeping, Civil Government, Composition, Current Topics, Drawing, Geography, Grammar, Methods and School Economy, Orthography, Penmanship, Physics (Elementary), Physiology and Hygiene, and School Law.

Standing required.— For certificates of this grade, separate examinations shall be held, and candidates must attain a standing of at least 75 per cent. in Arithmetic,

Geography, Grammar, Penmanship, Methods and School Economy, and Orthography, and an average standing of at least 75 per cent. in the other subjects.

Times for holding examinations.—Examinations shall begin on the first Thursday of March and the second Thursday of August, and shall continue two days.

Number of trials allowed.—All candidates who attain the required percentage in any one of the designated subjects, but not in all, will be credited for those studies in which they shall have passed, and a partial certificate to this effect will be given by the school commissioner. Candidates passing the required percentages in the remaining designated subjects, at either or both of the next two subsequent examinations, will receive a certificate.

Examination of answer papers.—All answer papers submitted by candidates for first grade certificates shall be forwarded, immediately after the close of the examination, to the State Superintendent of Public Instruction, for examination, marking and filing, unless otherwise directed by the Superintendent.

Date of certificate.—All first grade certificates shall hereafter be issued on August 1st of each year. Certificates of this grade which are earned in the examinations of August, shall be dated and issued August 1st of the year in which they were earned, and all certificates of this grade which are earned in the March examinations shall be issued and dated on the first day of August following.

Program—First Grade

THURSDAY

A. M.—Arithmetic, Geography, Drawing.

P. M.—Composition, Grammar, Physiology and Hygiene, Current Topics.

FRIDAY

A. M.—American History, Algebra, Bookkeeping, Orthography.

P. M.—Civil Government, School Law, Physics, Methods and School Economy.

Second Grade

Term.—All second grade certificates issued between August 1, 1896, and July 31, 1897, shall be issued so as to expire July 31, 1899. After August 1, 1897, certificates of this grade shall be issued for a term of three years.

Renewals.—Certificates shall be renewed only upon re-examination, upon which new certificates shall be issued.

Experience.—Candidates must have taught successfully for a period of not less than 10 weeks, and are not eligible to enter an examination without having had such experience.

Attendance upon a training class, under the supervision of the Department of Public Instruction, for one year, will be accepted in lieu of such experience.

Educational requirements.—Candidates shall be required to pass an oral examination in Reading and a written examination in the following subjects: American History, Arithmetic, Civil Government, School Law, Composition, Current Topics, Drawing, Geography, Grammar, Methods and School Economy, Orthography, Penmanship, and Physiology and Hygiene.

Standing required.—Candidates must attain a standing of at least 75 per cent. in Arithmetic, Geography, Grammar, Penmanship, Methods and School Economy, Orthography and Reading, and an average standing of at least 75 per cent. in the other subjects.

Days for holding examinations.—Examinations for certificates of this grade, unless omitted in the discretion of the school commissioner, shall begin on the second Thursday each of January and August, the first Thursday each of March and June, and the fourth Friday each of April and September, and shall continue two days.

Number of trials allowed.—Candidates for their first certificate in this grade shall be exempt from examination in any subject in which they have attained the required

percentage in any previous examination held not more than six months before. For any subsequent certificate of this grade, candidates shall be exempt from examination in those subjects in which they shall have attained the required percentages, provided all such percentages shall have been attained in one or two examinations, held within six months preceding the date of the final examination.

After August 1, 1897, candidates for certificates of this grade will be permitted to combine the standing earned by them in any three examinations held in any school year.

Examination of answer papers.—All answer papers submitted by candidates for second grade certificates shall be forwarded, immediately after the close of the examination, to the State Superintendent of Public Instruction, for examination, marking and filing, unless otherwise directed by the Superintendent.

Date of certificate.—All second grade certificates issued between August 1, 1896, and July 31, 1897, shall be dated from the first day of the month in which the certificate is issued; thus, a certificate issued any time in December, 1896, shall be dated December 1, 1896, and shall read on its face as follows: "And is hereby licensed to teach any common school in this commissioner district for a term of two and eight-twelfths years from this date."

After August 1, 1897, all second grade certificates granted shall be issued August 1st of each year, which is the first day of each school year.

Program—Second Grade

FIRST DAY

A. M.—Civil Government, School Law, Drawing.

P. M.—American History, Current Topics, Methods and School Economy.

SECOND DAY

A. M.—Arithmetic, Geography, Orthography.

P. M.—Composition, Reading, Grammar, Physiology and Hygiene.

Note.—1. All second grade certificates which expire at any time during the school year ending July 31, 1897 (between August 1, 1896, and July 31, 1897), may be extended and made valid by commissioners from the date on which they expire until the end of that school year, or July 31, 1897.

2. All second grade certificates which expire at any time during the school year ending July 31, 1898 (between August 1, 1897, and July 31, 1898), may be extended and made valid by commissioners from the date on which they expire until the end of that school year, or July 31, 1898.

No certificates of this grade shall be extended except those included in these two classes.

Third Grade

Term.—Certificates of this grade shall be issued for a term of one year, and shall be limited to a particular school or grade.

Number of certificates.—But one certificate of this grade shall be granted to the same person.

Experience.—None is required.

Educational requirements.—Candidates shall be required to pass an oral examination in Reading and a written examination in Arithmetic, Composition, Geography, Grammar, Orthography, Penmanship, Physiology and Hygiene, American History and School Law.

Standing required.—Candidates for certificates of this grade must attain a standing of at least 75 per cent. in Arithmetic, Geography, Grammar, Orthography, Penmanship and Reading, and an average standing of at least 75 per cent. in the other subjects.

Days for holding examinations.—Examinations for certificates of this grade, unless omitted in the discretion of the school commissioner, shall be held on the several dates arranged for second grade examinations.

Number of trials allowed.—Candidates for certificates in this grade shall be exempt from examination in any subject in which they have attained a standing of 75 per cent. or over in any previous examination held not more than six months before. After August 1, 1897, candidates for a certificate of this kind will be permitted to combine the standing earned by them in any four examinations held within any school year, or between August 1st of any year and the 31st day of July following.

Examination of answer papers.—All answer papers submitted by candidates for third grade certificates shall be forwarded, immediately after the close of the examination, to the State Superintendent of Public Instruction, for examination, marking and filing, unless otherwise directed by the Superintendent.

Date of certificate.—A candidate may take the examination at any appointed time or place, but a certificate shall be issued only after the candidate shall have made an engagement to teach approved by the school commissioner.

All certificates of this grade which are issued between May 15, 1896, and January 1, 1897, shall be issued and dated so that they shall expire July 31, 1897.

All certificates of this grade issued between January 1, 1897, and August 1, 1897, shall be issued so that they shall expire July 31, 1898.

All certificates of this grade issued after August 1, 1897, shall be issued August 1st of each year.

Program—Third Grade

FIRST DAY

A. M.—School Law.

P. M.—American History.

SECOND DAY

A. M.—Arithmetic, Geography, Orthography.

P. M.—Composition, Reading, Grammar, Physiology and Hygiene.

Note.—By direction of the State Superintendent all third grade certificates which expire on or after January 1, 1897, may be extended and made valid by school commissioners, in their discretion, until July 31, 1897.

Certificates of this grade expiring before January 1, 1897, can not be extended.

Training Class Certificates

Term.—These certificates will be issued for a term of three years.

Renewals.—Upon the expiration of three years' successful teaching, these certificates shall be renewable under the same conditions that first grade certificates are renewable.

Experience.—Candidates for a certificate of this kind must have been in attendance upon a training class for at least two terms, as provided in the training class regulations.

Educational requirements.—Candidates must attain, in examinations held for training classes, at least 75 per cent. in each of the subjects for a second grade certificate, and in addition thereto a standing of 75 per cent. in all special subjects designated in the course of study for teachers' training classes.

Dates of examinations.—The examination of training classes shall begin on the third Wednesday of January, and on the second Wednesday of June and shall continue three days.

Note.—All other rules of the uniform system of examinations not conflicting with the rules under which these certificates are issued shall apply to and govern the issuing of these certificates.

Program—Training Class Examination

WEDNESDAY

A. M.—History of Education, School Management, School Law.

P. M.—Art of Questioning, American History, Orthography.

THURSDAY

A. M.—Civil Government, Drawing.

P. M.—Methods, Geography, Current Topics.

FRIDAY

A. M.—Arithmetic, Physiology.

P. M.—Composition, Grammar, Methods (for those who failed in next preceding examination).

Drawing Certificates

Limitations.—“ A Drawing Certificate ” shall entitle its holder to teach drawing only, but shall not entitle its holder to teach any other branches in public schools. A violation of this regulation will be deemed sufficient cause for the revocation of the certificate held by the person guilty of such violation.

Term.— These certificates shall be issued for a period of three years.

Renewals.— Upon their expiration, from time to time, these certificates shall be renewable under the same conditions that first grade certificates are renewable.

Experience.— Candidates must have had at least one year's successful experience in teaching in public schools or must have had at least one year's work in professional training in a normal school in this State, in a training class under the regulations of this Department, or some other institution approved by the State Superintendent of Public Instruction.

Educational requirements.— Candidates must attain the standing required for a third grade certificate, and in addition thereto must attain a standing of at least 75 per cent. on a special paper in Drawing.

Dates of examinations.— The examinations for certificates of this kind shall be held in January, March, June, and August, on the dates on which the regular examinations for second grade certificates are held, and the special examination in Drawing shall be held on the morning of the first day of each of such second grade examinations.

Note.— All other rules of the uniform system of examinations not conflicting with the rules under which these certificates are issued shall apply to and govern the issuing of these certificates.

Kindergarten Certificates

Limitation.— A “ Kindergarten Certificate ” shall entitle its holder to teach in a kindergarten only, and shall not entitle its holder to teach in any other public school; nor shall such certificate entitle its holder to teach in a kindergarten part of the time and grammar and other schools the remainder of the time. A violation of this regulation will be deemed sufficient cause for the revocation of the certificate held by the person guilty of such violation.

Term.— These certificates shall be issued for a period of three years.

Renewals.— Upon their expiration, from time to time, these certificates shall be renewable under the same conditions that first grade certificates are renewable.

Experience.— Candidates must have had at least one year's professional training in kindergarten work in a normal school in this State or in connection with a training class under the supervision of this Department, or some other institution approved by the State Superintendent of Public Instruction.

Educational requirements.— Candidates must attain a standing of 75 per cent. each in Methods, School Economy, History of Education, Art of Questioning, and 75 per cent. in a special examination in the subject of kindergarten work and any other special professional subject designated for training classes.

Dates of examinations.— The examination for certificates of this kind shall be held on the third Wednesday of January and the second Wednesday of June and continue two days.

Note.— All other rules of the uniform system of examinations not conflicting with the rules under which these certificates are issued shall apply to and govern the issuing of these certificates.

Program—Kindergarten Examination

WEDNESDAY

A. M.—History of Education, School Management.

P. M.—Art of Questioning.

THURSDAY

A. M.—Special Paper on Kindergarten Work.

P. M.—Methods.

Vocal Music Certificates

Limitations.—Certificates of this kind may be granted to candidates who establish to the satisfaction of the State Superintendent that they are qualified to teach vocal music. Such certificate shall entitle its holder to teach music only, and shall not entitle its holder to teach any other subject in public schools.

Term.—These certificates shall be issued for a term of three years.

Renewals.—Upon their expiration, from time to time, these certificates shall be renewable the same as are first grade certificates.

Note.—A school district employing the holder of a "Music Certificate" for the full period of school for each day for the required number of days (160), shall be entitled to a full district quota; but if such teacher shall be employed for a shorter time than the full period each day, the district quota apportioned for such teachers shall be in proportion to the time employed each day.

In addition to the foregoing certificates, the State Superintendent of Public Instruction will, in his discretion, issue temporary licenses for a time not exceeding six weeks, but only in cases in which public convenience absolutely requires it, and then only upon the recommendation of the school commissioner having jurisdiction.

No temporary license will be granted unless satisfactory evidence is furnished that the candidate is qualified, and sufficient reasons are given why the candidate is not the holder of a regular certificate.

General Regulations

1. Candidates undertaking the first grade examination and failing to attain the standard required for a certificate of that grade, may be given a certificate of the second or third grade, provided the percentages attained are as high as those required in the grade for which the certificate is granted, but no credits obtained in a second or third grade examination shall be allowed in an examination for a first grade certificate.

2. Candidates for certificates of any grade shall be exempt from examination in any subject in which they have attained a standing of 70 per cent. in an examination for a State certificate, as shown by any Partial State Certificate issued not more than five years previously.

3. No answer paper, in any subject, showing a standing of less than 50 per cent. shall be accepted.

4. School commissioners may, in their discretion, supplement these examinations with additional questions, demand a higher percentage than is required by the standard regulations, and, for sufficient reasons, refuse to admit a candidate to the examination, or to grant him a certificate after he has attained the required standing.

5. If, after passing an examination, a candidate desires to teach within the jurisdiction of a commissioner other than the one under whose direction such candidate was examined, the standing attained by such candidate, as marked by the Department, shall be transferred by the commissioner under whose direction such candidate was examined to the commissioner under whose jurisdiction such candidate is to teach, upon his requisition, or upon the request of the candidate. Commissioners must not accept pass-cards from candidates.

Marking

6. The standing in each subject will be marked as directed on the question paper. Any answer or process that shows knowledge of principles, or gives an essential part of the information required, shall be given its proportion of credit.

7. Penmanship will be judged from the papers on Geography, and a certificate will be refused the candidate whose penmanship is not clearly legible.

8. In the solution of problems, every process must be given in full or indicated. Answers alone will not be accepted.

9. In marking partial certificates of the first grade, commissioners will draw a line through all subjects not taken, also through all standings below 75 per cent. in Arithmetic, Geography, Grammar, Penmanship and Methods and School Economy, and all standings below 50 per cent. in the remaining subjects.

Indorsement of Certificates

10. A school commissioner shall indorse for the full period for which they are valid when presented to him for indorsement, first and second grade certificates, training class certificates, and drawing, music, and kindergarten certificates issued by any other school commissioner in the State, or issued by the authorities of any city which has adopted and is working under the uniform system of examinations, unless a valid reason exists for withholding such indorsement. Such certificates when properly indorsed shall be valid in the school commissioner district over which the school commissioner who indorsed them has jurisdiction.

RECORDS OF EXAMINATIONS

11. Records of all examinations shall be kept by school commissioners, in a book furnished by the Department of Public Instruction for that purpose.

CERTIFICATES

12. Blank certificates of the prescribed form will be furnished for the use of the commissioners by the Department of Public Instruction

PLACES OF EXAMINATIONS

13. Commissioners shall give due notice of the places of examinations and the hour at which they will begin.

14. The places for holding examinations should be those best suited to the convenience of the entire district, and a yearly schedule of such places, with the date of each examination, shall be published by the school commissioners.

15. Examinations shall be held in but one place in any school commissioner district upon the same date, unless permitted by the State Superintendent of Public Instruction.

16. After August 1, 1897, if any school commissioner shall establish to the satisfaction of this Department that the conditions in his district require him to issue a certificate upon some other date than August 1st, he will, in the discretion of the State Superintendent, be given the privilege of issuing such certificate, but such certificate shall be issued for the remaining period for which it would have been valid had it been issued on the 1st day of August, preceding the date on which permission is given to issue such certificate.

STATEMENT OF CANDIDATES

17. Before entering upon examination, candidates will be required to fill out a copy of the following:

Full name
Home P. O.....
Age
Number of terms taught.....
References as to moral character.....
Last certificate { Grade.....Date.....
 { Issued by.....
Have held.....second grade certificates.
Have held.....third grade certificates.

Copies of the above will be supplied by the Department.

18. The examinations in each subject will be restricted to the half-day designated in the program.

19. Collusion between candidates, or any other act of dishonesty, will wholly vitiate their examination.

20. Answer papers must be written in ink, and must not be folded.

21. Questions to be used in these examinations will be issued by the Department and forwarded to school commissioners in sealed envelopes which must be first opened in the presence of the class at the time for the examination.

22. Candidates must provide themselves with compasses and rulers for use in drawing. Uniform paper must be used and may be purchased of the commissioners.

TRANSFER OF RECORDS AND BLANKS

23. Each school commissioner shall transfer to his successor in office the books of records of examinations, all stubs of certificates granted, and all unused blanks furnished by the Department of Public Instruction.

METHODS AND SCHOOL ECONOMY

24. The questions on this subject used in the examinations of 1896 will be based upon the following works: White's School Management, Page's Theory and Practice, and De Graff's Schoolroom Guide.

REVIEW OF ANSWER PAPERS

25. All applications for the review of answer papers must be made by the commissioner under whose jurisdiction candidates took the examination.

CANDIDATES MUST ATTEND EXAMINATIONS IN THEIR RESPECTIVE SCHOOL COMMISSIONER DISTRICTS

26. All candidates must attend examinations in the school commissioner district in which they reside, or in which they are teaching. For valid reasons, however, candidates will be permitted to attend examinations in any commissioner district in the State, but such candidates must first obtain the approval of the school commissioner of the district in which they reside, or in which they are teaching, as the case may be, to attend examinations in such other district.

27. Under a provision of law which went into effect May 6, 1896, no person can receive a certificate who is under the age of 18 years.

II. QUESTIONS FOR EXAMINATIONS

Uniform Examinations for Commissioners' Certificates, Issued from the Department of Public Instruction, from July 31, 1895, to July 31, 1896, inclusive.

Thursday, August 8, 1895—First Grade

A. M.

DRAWING

Note.— Each of the following questions has 10 credits assigned to it. Use compasses for drawing circles. Take measurements from ruler.

The measure of all work shall be at least one inch.

1. (a) What is a color scale? (b) Blending four parts orange and one part yellow would produce what hue?

3. Draw to represent a cone, using skeleton given. Represent solidity.

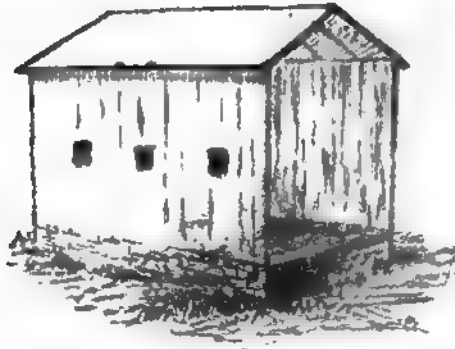


3. (a) Illustrate by a drawing, two concentric vertical squares. (b) Place the same in perspective.
4. Make a working drawing, plan, front elevation and cross section of an earthen jar.
See sketch. Dimensions optional.



5. Draw a pattern for a cone.

6. Copy sketch (trace) and place a ladder as though leaning against the barn, touching same at points indicated by dots on the left side. The ladder to have 15 rungs. Show lines of convergence for all horizontal parallel edges.



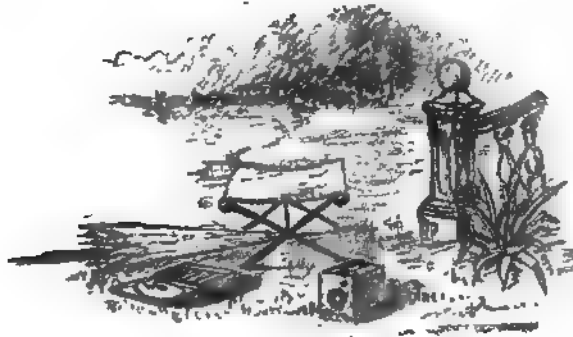
7. Copy sketch given and add such lines as may be necessary to represent a second sign board which shall be parallel with the fence on the right.



1. Draw to represent (a) the Greek cross; (b) the Roman cross; (c) the Maltese cross.
2. Conventionalize blossom indicated in sketch.



10. Copy sketch and classify objects, whether in angular or parallel perspective.



ARITHMETIC

Each of the following questions has 10 credits assigned to it.

1. Reduce 3oz. 14 pwt. 15 gr. to the decimal of a pound Troy.
2. A plot of land 200 feet deep can be exactly divided into lots 42 feet front, 48 feet front, or 56 feet front. How many feet in length must the plot necessarily be to answer these conditions?
3. Find the number that is 15 more than 2-7 and 5-8 of itself.
4. If 30 horses eat 270 bushels of oats in 24 days, in how many days will 52 horses eat 429 bushels at the same rate?
5. Required the cost of 735 fence boards each 16 feet long and 6 inches wide, at \$14.50 per M.
6. The assessed valuation of a school district is \$73,750, and a tax of \$215 upon said district is voted at the annual school meeting. Find the tax on a farm assessed for \$3,350 in said district.

7. Find the amount of a note for \$315 at interest for 1 yr. 4 mo. 2 da. at 5 per cent. per annum.
8. If the interest on \$1 at 6 per cent. is \$.0835, what is the time?
9. Two dealers sell the same article at the same list price, but one of them offers trade discounts of 40 per cent., 15 per cent. and 10 per cent., while the other offers discounts of 40 per cent. and 25 per cent. Which terms are better for the purchaser, and how much per cent. of list price?
10. D. L. & W. R. R. stock was quoted at 160 1-2, January 2, 1895. How many shares could have been purchased on that date for \$4,975.50

GEOGRAPHY

Each of the following questions has 10 credits assigned to it.

1. The latitude of New Orleans is 30 degrees north and the longitude 90 degrees west; what are the latitude and longitude of a place 60 degrees south and 100 degrees west of New Orleans?
2. Most of the fur-bearing animals are found in the northern hemisphere. Explain.
3. (a) What are isothermal lines? (b) Why do they not extend directly east and west?
4. Why are cities and villages usually located on rivers or other bodies of water?
5. What large commercial city near the mouth of (a) the Delaware river, (b) the Mississippi river, (c) the Columbia river, (d) the Sacramento river?
6. Locate the following cities, and state for what each is noted: (a) Munich, (b) Glasgow, (c) Geneva.
7. Mention (a) two rivers of South America whose mouths are great estuaries; (b) one at whose mouth is a great delta formation.
8. Mention two natural causes that have contributed to the rapid growth of Minneapolis.
9. What five river systems drain the State of New York?
10. (a) Mention three of the most important seaports of Italy, and (b) three of the principal exports of that country.

P. M.

GRAMMAR

1 Another time, being sent on a message to the vicarage, and left for some
 2 minutes alone in the parlor, with a piano standing open in the room, she
 3 could not resist the temptation of touching the keys, and was discovered
 4 playing an air of Mozart, with great taste and execution. At this detection
 5 she blushed, as if caught in a crime, and hurried away in tears and with-
 6 out her message. It was clear that she had once learned music. But the
 7 surest proof that Jane's original station had been higher than that which
 8 she now filled, was the mixture of respect and fondness with which Mrs.
 9 Allen had treated her, and the deep regret she sometimes testified at seeing
 10 her employed in any menial office.—The Village Schoolmistress.

MARY RUSSELL WHITFORD.

The first six questions refer to the above selection.

Notes.—1. A combination of subject and predicate is called a clause. Clauses are principal or subordinate.

2. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.

3. In naming a clause, include only its unmodified subject and unmodified predicate.

4. A preposition with its object is called a phrase.

5. In naming a phrase, give only the preposition and its unmodified object.

6. A modifier may be a word, phrase, or clause. In giving modifiers, if words, name the part of speech to which they belong. In like manner state the character of modifying phrases and clauses, as adjective, adverbial, etc.

7. An object of a transitive verb is classed as a modifier of that verb.

8. Only eight parts of speech are recognized—the articles the and a forming a subdivision of adjectives, and participles being one of the forms of verbs.

9. Infinitives are classed as modes of the verb.

10. In parsing a noun or pronoun, observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

11. In giving the syntax of a noun or pronoun, give only the case and the reason for it.

12. Treat verbs as divided into two classes only, viz., transitive and intransitive. A transitive verb may be used in the active or the passive voice.

13. In parsing a verb, observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement. Give the special use of an infinitive or a participle after tense.

Each of the following questions has 10 credits assigned to it.

1. Select and classify according to notes 1 and 2, five subordinate clauses.
2. Give three modifiers each of (a) hurried (line 5); (b) proof (line 7). What word is modified by each of the following: (c) with taste (line 4); (d) at detection (line 4); (e) with which (line 8).
3. Select (a) two transitive verbs in the active voice; (b) one transitive verb in the passive voice; (c) two intransitive verbs—all in the indicative mode.
4. Select (a) two present participles; (b) one perfect participle exclusive of those used in compound tenses.
5. Give syntax of (a) time (line 1); (b) mixture (line 8); (c) that (line 7).
6. (a) Select adjectives illustrating the three degrees of comparison. (b) Compare two adjectives each in a different way, and each by a method different from those selected from this selection.
7. Write sentences showing the use of what as (a) an interjection; (b) an adjective; (c) a pronoun.
8. Give synopsis (first person, singular) of the verb lie (to recline) through the indicative mode, naming each tense.
9. Illustrate the connection of clauses by (a) a conjunction; (b) an adverb; (c) a relative pronoun.
10. Give an example of a clause used as (a) subject of a verb; (b) as an appositive.

COMPOSITION

Write a composition on one of the following subjects:

1. A Description of a Picture.
2. A Thunder Storm.
3. The Value of Composition Writing.
4. The Usefulness of Wood.

Credits will be given on the merits of the composition with particular reference to three points:

1. The matter, i. e., the thoughts expressed. (25)
2. The correctness and propriety of the language used. (25)
3. The orthography, punctuation, division into paragraphs, use of capitals, and general appearance. (25)

(For remaining 25 credits see Regulations.)

PHYSIOLOGY AND HYGIENE

Each of the following questions has 10 credits assigned to it.

1. What is (a) the pleura, (b) the plasma, (c) the pylorus?
2. (a) With what bone of the arm does the scapula articulate? (b) With what bone of the leg does the innominate bone articulate?
3. What is the function of (a) the biceps muscle; (b) the triceps?
4. Describe and locate the larynx.
5. Mention the three coats which form the walls of the stomach and state the function of each.
6. Why do fretting, anxiety, and anger interfere with digestion?

7. By what two channels does the digestive food reach the general circulation?
8. Why does exercise quicken the circulation?
9. (a) Mention three of the special senses that are affected by a severe cold. (b) How are these effects produced?
10. Why does the face usually become flushed when alcohol is taken into the stomach?

CURRENT TOPICS

Each of the following questions has 10 credits assigned to it.

1. What changes were made in President Cleveland's cabinet in June?
2. What industrial exposition is to be held in this country next fall and winter?
3. Name an important educational law which was enacted by the last Legislature.
4. What great scientist recently died?
5. The English Parliament was recently dissolved. At the time of such dissolution, what party was in power?
6. In the recent English elections, what party was successful?
7. What island on the American continent is in a state of insurrection?
8. What object is sought by the insurgents?
9. State briefly the facts of the sinking of the Italian steamship "Maria P."
10. What great commercial canal was opened in Europe in June?

Friday, August 9, 1895—First Grade

A. M.

AMERICAN HISTORY

Each of the following questions has 10 credits assigned to it.

1. In the case of each of the following early voyagers to America, state whether settlement, conquest, or exploration was the main object of his voyage: (a) Sir Humphrey Gilbert; (b) Henry Hudson; (c) Hernando Cortez; (d) William Penn; (e) Sir Francis Drake.
2. (a) By what nation was the Mohawk valley first settled? (b) Where was the first important settlement in this valley? (c) What trading post on Lake Ontario connected the traffic of this valley with that of the Indians of the west?
3. Which one of the thirteen colonies is specially noted as having been a refuge (a) for members of the Church of England; (b) for Roman Catholics; (c) for Puritans; (d) for Friends, or Quakers?
4. (a) What was the object of Washington's journey to the head waters of the Ohio river in 1753? (b) What followed as a result of the expedition?
5. (a) Mention two important military events of the Revolution, preceding the Declaration of Independence. (b) Were the military operations immediately following the declaration, favorable or not to the American cause? State facts to support the answer.
6. (a) What parts of the United States, as now constituted, east of the Mississippi, did not belong to the United States during Washington's administration?
7. Among the distinguished foreigners who have visited this country during the present century are LaFayette, Lord Ashburton, Charles Dickens, Louis Kossuth, Jenny Lind. (a) Mention the countries of which any three of these were respectively citizens. (b) State the object of the visit of any two of the above.
8. General Grant was appointed commander of the army of the United States in March, 1864, and took charge of the operations against Richmond. (a) Mention a general who previously commanded the army of the Potomac. (b) In what part of the southern States had Grant been previously engaged? (c) Mention one of the victorious engagements which had called attention to Grant's generalship.
9. What effect did the embargo and the war of 1812 have upon the manufacture of goods in this country? Give a reason for the answer.

10. The history of America extends from the sixteenth to the nineteenth centuries inclusive. In what half, first or second, of which century did the following events respectively occur: (a) the settlement of the last of the thirteen colonies; (b) the discoveries of Marquette and LaSalle in the Mississippi valley; (c) the reduction of letter postage to two cents; (d) the laying of the Atlantic cable; (e) the first importation of African slaves?

ALGEBRA

Each of the following questions has 10 credits assigned to it.

1. A man works a weeks at b dollars a week, and his son works c weeks at d dollars a week. With the money they pay for m tons of coal at p dollars a ton, and have s dollars left. Write the equation expressing this condition.
2. Multiply $x^4 + 2x^3y + 4x^2y^2 + 8xy^3 + 16y^4$ by $x - 2y$.
3. Find the prime factors of (a) $x^2 - 10x + 9$; (b) $2ac + bc + 2ad + bd$; (c) $a^2b^2c - ab^2c^2 + a^2bc^2$.
4. Multiply $\frac{x+1}{x-1}$ by $\frac{x+2}{x^2-1}$ by $\frac{x-1}{(x+2)^2}$
5.
$$\begin{cases} \frac{x}{a} + \frac{y}{b} = 2 \\ bx - ay = 0 \end{cases}$$
 Solve for the values of x and y .
6. A father gives to his five sons \$1,000, which they are to divide so that each elder son shall receive \$20 more than his next younger brother. What is the share of the youngest? (Give algebraic statement and solution).
7. A worked 10 days, B 4 days, C 3 days, and their wages amounted to \$29; at another time, A worked 9 days, B 8 days and C 6 days, and their wages amounted to \$36; a third time, A worked 7 days, B 6 days, and C 4 days, and their wages amounted to \$27. How much did each earn in one day? (Give algebraic statement and solution).
8. The product of two numbers is 126, and the quotient of the greater divided by the less is $3\frac{1}{2}$. What are the numbers? (Give algebraic statement and solution).
9. Find the square root of $4x^4 + 5x^3 - 2x - 4x^2 + 1$.
10. (a.) Reduce to simplest form, (i. e., with an integer under the radical), $\sqrt{\frac{1}{2}}$.
(b) Express without negative or fractional exponents $5a^{-2}x^{\frac{1}{2}}$. (c) Expand $(-3a^{\frac{1}{2}}b^{\frac{1}{2}})^4$.

BOOKKEEPING

Each of the following questions has 10 credits assigned to it.

Memoranda.—Edward Curtiss of Brooklyn, N. Y., entered into business August 1, 1895, as a wholesale dealer in fruit, with a cash capital of \$3,000 and a stock valued at \$2,850, and transacted business as follows: August 2d, bought of Eli Golding & Sons, 150 boxes of lemons at \$4.20 per box, and gave his check on the First National Bank of Brooklyn in payment. August 3d, sold F. C. Smith, for cash, 12 boxes of lemons at \$5.25 per box, 6 boxes of oranges at \$4 per box, and 4 bunches of bananas at \$1.75 per bunch. August 5th, sold M. C. Case, on account, 2 boxes of lemons at \$5.50 per box, 2 boxes of oranges at \$4 per box, and 3 bunches of bananas at \$1.90 per bunch. August 7th, bought of Eli Golding & Son, on account, 300 bunches of bananas at \$1.25 per bunch. August 10th, sold to sundry parties, for cash, 60 bunches of bananas at \$1.65 per bunch. August 13th, sold John Bennett, for cash, 5 boxes of lemons, at \$5.25 per box; sold M. C. Case, on account, 3 boxes of lemons at \$5.25 per box, and 4 bunches of bananas at \$2.15 per bunch. August 16th, paid Eli Golding & Son's account in full (transaction of August 7th). August 24th, received of M. C. Case check for \$40 to apply on account. August 26th, paid cartage, \$8.50; rent, \$35.

1. Rule forms of day book, cash book, and ledger, for use in entering items of the foregoing memoranda. (One page of paper each.) In the day book and cash book of Edward Curtiss, make the necessary entries —

2. Of the transactions of August 2, 3 and 5.
3. Of the transactions of August 7, 10 and 13.
4. Of the transactions of August 16, 24 and 26.
5. Post the necessary entries.
6. Balance the cash book.
7. Write a promissory note, Henry Harris, maker, George Neal, payee, and also write an indorsement in full of the note to Erwin Miller.
8. Write a statement setting forth the particulars of the transactions mentioned in the following memoranda: (Make no account of interest.) November 19, 1894, James F. King, commission merchant, of 192 Pearl street, New York, received a consignment of 250 barrels of apples from Merritt Hale of Sodus, N. Y., and paid freight, \$51.60, and cooperage, \$6.20. November 20th, he sold 80 barrels at \$3.65 per barrel; November 22d, 120 barrels at \$3.60 per barrel; and November 26th, the remainder at \$3.80 per barrel. November 27th, he sent Mr. Hale his check on the Lincoln National Bank of New York, for the amount due, after deducting his commission of 5 per cent.
9. Write (a) the check mentioned in the foregoing memoranda (Ques. No. 8); (b) the indorsement required when presented for payment.
10. (a) How is the net gain or loss of a business found? (b) What is the amount of the investment set forth in the first memoranda?

ORTHOGRAPHY

- | | |
|--------------------|----------------------|
| 1. maintenance. | 26. Niagara. |
| 2. niece. | 27. singeing. |
| 3. Onondaga. | 28. concede. |
| 4. auxiliary. | 29. proceed. |
| 5. resuscitate. | 30. attached. |
| 6. coercive. | 31. numskull. |
| 7. chimneys. | 32. viscera. |
| 8. capillary. | 33. movements. |
| 9. nauseous. | 34. limb (a branch), |
| 10. artesian. | 35. arraigned. |
| 11. archipelago. | 36. paraphrase. |
| 12. pavilion. | 37. fictitious. |
| 13. isoceles. | 38. parallels. |
| 14. potential. | 39. analytic. |
| 15. complimentary. | 40. accurate. |
| 16. domineering. | 41. officious. |
| 17. taciturn. | 42. blamable. |
| 18. mortise. | 43. eyelet. |
| 19. controlling. | 44. riding. |
| 20. separate. | 45. twingeing. |
| 21. implacable. | 46. supplication. |
| 22. itinerant. | 47. allege. |
| 23. abstruseness. | 48. pugnacious. |
| 24. aching. | 49. simultaneous. |
| 25. erysipelas. | 50. scrutinize. |

P. M.

CIVIL GOVERNMENT

Each of the following questions has 10 credits assigned to it.

1. The two points in the Constitution which transformed our government from a confederation into a federal union are (a) the powers conferred upon congress and (b) the organization of a federal judiciary. Explain.
2. What is meant by "the enacting clause" of a bill.

3. Non-residents are taxed upon the real property which they own. Show why this is just.
4. Railroads are private corporations. Explain how they may acquire land upon which to lay their tracks, if the owners of such land are unwilling to sell.
5. If a man commits a crime, such as murder, (a) what officer of the county is the prosecuting attorney? (b) In whose name is the action brought? (c) Who is the defendant?
6. (a) Define right of suffrage. (b) What name is applied to those having this right? (c) By what authority is this right regulated?
7. How are the following offices in this State filled: (a) State Treasurer; (b) President pro tem. of the Senate; (c) Superintendent of Public Works?
8. (a) What is meant by "rotation in office"? (b) What tends to correct the evils growing out of the "spoils system"?
9. In a jury trial in any court of record how does the duty of the judge differ from that of the jury?
10. In an election there were three candidates, A, B and C. The whole number of votes cast was twelve hundred, of which A received five hundred fifty, B four hundred fifty, C two hundred. A was declared elected. (a) Was he elected by a majority or a plurality? (b) Explain your answer.

SCHOOL LAW

Each of the following questions has 10 credits assigned to it.

1. State in substance one of the extracts from the school law found in every school register.
2. Who are qualified voters at a school meeting?
3. State the provisions of the school law with reference to teachers' institutes as to (a) the closing of schools outside of cities and villages having five thousand or more inhabitants and employing a superintendent; (b) attendance of teachers.
4. "No school shall be in session on a legal holiday." Give one good reason for such a law.
5. State three duties of the school commissioner.
6. Name the six kinds of teachers' licenses in this State; state the conditions upon which each is granted, and the length of time for which each is valid.
7. "Any failure on the part of a teacher to complete an agreement to teach a term of school without good reason therefor, shall be deemed sufficient ground for the revocation of the teachers' certificate." State two good reasons for such provision.
8. In case of the employment of an unqualified teacher in any district, against whom may the contract be enforced by the teacher?
9. Whose duty is it, by law, to keep the school room clean and fit for use?
10. State (a) the minimum and (b) the maximum length of term for which a trustee can in advance make a contract for the employment of a teacher.

PHYSICS

Each of the following questions has 10 credits assigned to it.

1. Define (a) inertia; (b) impenetrability.
2. How is momentum computed?
3. In calculating specific gravity, what substance is taken as the basis for comparison of (a) solids and liquids; (b) gases?
4. A cubic foot of water weighs 62½ pounds. What is the pressure upon the bottom of a tank which is 10 feet square and 10 feet high, the tank being full of water?
5. On the scale of a Fahrenheit thermometer what figures indicate (a) the freezing of water; (b) the boiling of water.
6. (a) What forces the water upwards in a common suction pump? (b) Upon what property of air is dependent the action of the air pump?

7. Give an example of heating by (a) conduction; (b) convection.
8. Give an example of (a) reflection of light; (b) refraction of light.
9. How may the approximate distance of lightning from the observer be estimated?
10. When a current of electricity is passed from a good conductor to a poor conductor, what is the effect, as illustrated in the incandescent light?

METHODS AND SCHOOL ECONOMY

Each of the following questions has 10 credits assigned to it.

1. Language lessons for children should be free from grammatical definitions, rules, analysis and parsing. Why?
2. Give a plan of teaching the verb.
3. In order to teach language effectively what process must precede the work in language?
4. Explain the difference between counting and adding.
5. In teaching geography why should special attention be given to comparative direction and comparative dimension?
6. Name one objection to the daily marking system and one in its favor.
7. "The school is no place for a man without principle." State briefly Page's reasons for this statement.
8. Young children ought not to be suspended from school for misconduct. Why?
9. Name four characteristics of correct written language in elementary work.
10. Which should occupy more attention during the first four school years, number or reading and language?

Thursday, March 5, 1896—First Grade

A. M.

ARITHMETIC

Each of the following questions has 10 credits assigned to it.

1. (a) Write in words $16^{\circ} 5''$. (b) To what measure does the number belong? (c) Write the table of that measure.
2. $\{ (82 + 13) \div 5 - 2 \} \times \{ 24 - 18 + 6 - 2 \} = ?$
3. Make and solve a problem illustrating how the difference in longitude is found from a known difference in solar time.
4. Find the number, 14-27 of which is $5\frac{1}{2}$ more than $5\frac{1}{2}$ of it.
5. Find the sum of 23-8 A., 1 A. 93 1-4 sq. rd., and 36 sq. rd. 18 1-2 sq. yd.
6. The proceeds of a note discounted at bank, for 2 mo. 18 da., at 6 per cent. per annum, were \$355.32. Find the face of the note.
7. The net price of an article, after discounts of 33 1-3 per cent. and 25 per cent. from list price had been deducted, was \$4.87 1-2. What was the list price?
8. A is 17 miles southwest of B and 11 1-2 miles west of B. How many miles is B north of A?
9. If I purchase N. Y. C. & H. R. R. R. stock at 99 1-2, brokerage 1-8 per cent., and at the end of six months sell it at 104 7-8, brokerage 1-8 per cent., what per cent. do I make on my investment?
10. If in 17 1-2 days, 160 men working 9 hours a day excavate a cut 900 feet long, 13 feet deep and 36 feet wide, in how many days should 95 men working 8 hours a day excavate another cut 1,200 feet long, 6 1-2 feet deep, 38 feet wide, and 2 1-2 times as difficult to excavate as the first? (Solve by proportion.)

GEOGRAPHY

Each of the following questions has 10 credits assigned to it.

1. (a) Give three causes of the change of seasons. (b) Which of these determines the position of the Arctic circle?

2. Mention four provinces of Canada, and name their capitals.
3. Locate the following islands, and tell to what countries they belong: (a) Ceylon, (b) Formosa, (c) Madagascar.
4. Into what five chief physical regions is the United States divided?
5. Which State of the Union excels in the production of (a) coal, (b) rice, (c) cotton, (d) copper, (e) gold?
6. Name in order the political divisions of South America on the Pacific.
7. Name in order the waters on which a vessel would sail from London to Odessa.
8. Name and locate five chief seaports of the British Isles.
9. Name two counties of New York bordering on each of the following: (a) Lake George, (b) Lake Champlain, (c) Lake Erie, (d) Long Island sound, (e) New Jersey.
10. Trace the course of the Gulf Stream, and tell how and why the climate of Europe is affected by it.

DRAWING

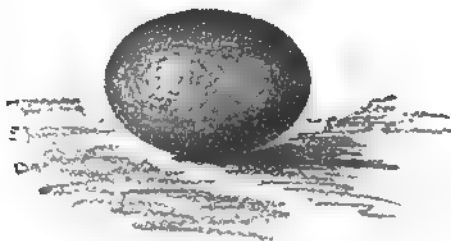
Note.—Each of the following questions has 10 credits assigned to it. Use compasses for drawing circles. Take measurements from ruler.

The measure of all work shall be at least one inch.

1. (a) What is the source of color? (b) When two adjacent positive colors of the solar spectrum are blended, what general name is applied to the resultant color?
2. (a) What is an angle? (b) What is the vertex of an angle?
3. Copy outline given and finish to represent a bell showing the inside of the dome and the clapper.

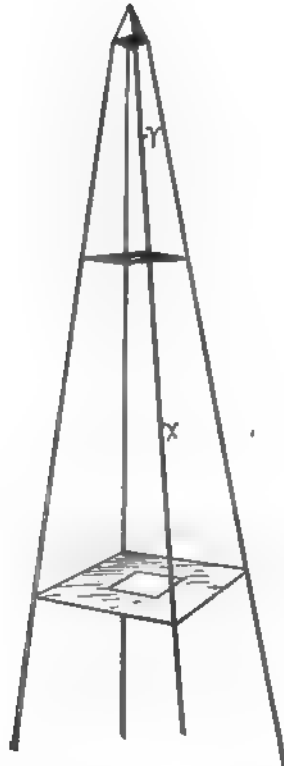


4. Make such modifications of the sketch here given as shall represent a tomato.



5. (a) In perspective, what is the line of direction? (b) In perspective, what is the ground line?

6. (a) Copy the sketch and indicate the vanishing points and the eye level. (b) Using dotted lines, draw the outlines of platforms at x and y similar to those represented.



Note.—Use heavier lines to bring out the forward edges.

7. Draw the plan and elevation of the shafting pulley indicated in the sketch. Connect to show relation of parts.



8. Draw a pattern for the leather covering of the satchel represented in the sketch.



9. Conventionalize the blossom represented in the sketch.



10. Using the unit given, draw a section of a border illustrating alternation of position.
Half tint the background.



P. M.

GRAMMAR

1 We can not wonder, therefore, that when men who had been thus ruled,
 2 succeeded in wresting supreme power from a government which they had
 3 long in secret hated, they should have been impatient to demolish and
 4 unable to construct, that they should have been fascinated by every
 5 specious novelty, that they should have proscribed every title, ceremony,
 6 and phrase associated with the old system, and that, turning away with
 7 disgust from their own national precedents and traditions, they should
 8 have sought for principles of government in the writings of theorists,
 9 or aped, with ignorant and ungraceful affection, the patriots of Athens
 10 and Rome.

T. B. MACAULAY.

The first six questions refer to the above selection.

In order to secure some degree of uniformity in answer papers, it is recommended that candidates observe the following suggestions:

1. Clauses are principal or subordinate. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.
2. In naming a clause, include only its unmodified subject and unmodified predicate.
3. In giving modifiers, if words, name the parts of speech to which they belong. In like manner state the character of modifying phrases and clauses, as adjective, adverbial, etc.
4. An object of a transitive verb is classed as a modifier of that verb.
5. In parsing a noun or pronoun, observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.
6. In giving the syntax of a noun or pronoun, give only the case and the reason for it.
7. Verbs are divided into two classes, viz., transitive and intransitive. A transitive verb may be used in the active or the passive voice.
8. In parsing a verb, observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

Each of the following questions has 10 credits assigned to it.

1. Select and classify five subordinate clauses.
2. Give three modifiers each of (a) had hated (lines 2-3); (b) turning (line 6).
3. Select a perfect participle and two present participles. State how each is used, whether like an adjective or like a noun. If like an adjective, what is modified by each of them, and if like a noun, give the syntax.
4. Select two infinitives. State what they modify and thereby determine for what part of speech each is used.
5. What clauses are connected by (a) when (line 1); (b) that (line 5)?
6. Give the mode and tense of each of the following verbs: (a) can wonder (line 1); (b) had been ruled (line 1); (c) succeeded (line 2); (d) had hated (lines 2-3); (e) should have been fascinated (line 4).
7. (a) What changes are necessary in a sentence whose verb is in the active voice, in order that the verb shall be in the passive form? (b) Illustrate.
8. Illustrate the use of (a) *then*, used as an adverb and also as an adjective; (b) *but*, as a conjunction and an adverb.
9. Write sentences containing *who*, used (a) as an interrogative pronoun in the objective case; (b) as a relative pronoun whose antecedent is omitted.
10. (a) Give two different words after which *as* is used as a relative pronoun. (b) Illustrate.

COMPOSITION

Write a composition on one of the following subjects:

The "Monroe Doctrine."

Making Cheese.

The Pleasures of Hunting.

An Afternoon's Experience in Shopping.

Credits will be given on the merits of the composition with particular reference to three points:

1. The matter, i. e., the thoughts expressed.
2. The correctness and propriety of the language used.
3. The orthography, punctuation, division into paragraphs, use of capitals, and general appearance.

PHYSIOLOGY AND HYGIENE

Each of the following questions has 10 credits assigned to it.

1. Describe the spinal column so as to account for (a) its flexibility, and (b) its elasticity.
2. The muscles used in respiration are partly voluntary and partly involuntary. State the necessity of this provision.
3. Why is exercise usually attended with greater activity of the excretory organs?
4. Considering the composition of bones, why is it even more important for a child to habitually assume correct postures in sitting, standing, and walking than for an adult?
5. Distinguish between pleurisy and pneumonia.
6. (a) What class of blood vessels may, with some propriety, be called sewers? (b) Mention three organs whose function is to purify the blood in these sewers.
7. Mention the parts of the eye.
8. The acuteness of the olfactory nerve is often permanently impaired by severe colds. Explain.
9. Why should clothing worn during the day be removed at night upon going to bed?
10. Some persons who use tobacco live to extreme old age. How should this fact be regarded?

CURRENT TOPICS

Each of the following questions has 10 credits assigned to it.

1. (a) What United States ambassador recently died and in what country did he represent this government? (b) Who has been appointed to succeed him?
2. (a) Whom did President Cleveland name members of the Venezuelan Commission? (b) For what purpose was this commission appointed?
3. What change has Spain recently made in the head of her forces in Cuba?
4. Name one of the two most prominent leaders of the insurgent forces in Cuba.
5. What was the result of the recent government bond issue as to (a) the amount of the bonds for which bids were made, and (b) the price of those sold?
6. What is the scientific discovery of Professor Roentgen known as "X-rays"?
7. What international difficulties have arisen recently in South Africa?
8. Who was recently appointed Poet Laureate of England?
9. (a) Who is Miss Clara Barton? (b) What mission has she recently undertaken which has received the attention of the civilized world?
10. What event has recently directed public attention to the Salvation Army in the United States?
11. What great English artist died recently?

Friday, March 6, 1896—First Grade

A. M.

AMERICAN HISTORY

Each of the following questions has 10 credits assigned to it.

1. (a) In what parts of North and South America was gold found in quantity by the early explorers; and (b) by what nation was this wealth largely obtained?
2. Note two respects in which the Iroquois showed a degree of civilization unusual to northern tribes.

3. Why were the colonies of (a) New Jersey and (b) of Pennsylvania little disturbed by the depredations of the Indians?
4. Arrange in the order of time the following operations of the Revolution: the battle of Long Island, the battle of Princeton, the evacuation of Philadelphia by the British, the evacuation of Boston by the British.
5. What change had taken place in the ownership of Florida previous to its sale by Spain to the United States?
6. Explain the nature of the relations with France during the administration of John Adams, 1797-1801.
7. Why is Monroe's administration called the Era of Good Feeling?
8. State the leading facts connected with Tyler's change of party affiliation on becoming president in 1841.
9. Our exports of cotton for the years 1860, 1861, and 1862 were respectively valued at \$200,000,000, \$42,000,000, and \$4,000,000. Explain the circumstances of the war which led to this remarkable falling off of the cotton traffic.
10. Mention three islands, the annexation of which has been prominently considered by the United States.

ALGEBRA

Each of the following questions has 10 credits assigned to it.

1. How long will it take to do a piece of work if $\frac{1}{a}$ of it can be done in one day? (b) x is how many times y ? (c) From two places m miles apart two men approach each other, one going x miles an hour and the other y miles an hour. How long before they will meet?
2. Simplify $ax + b^2(d - c) - \{2ax - d + b^2 - (y^2 + ax)\}$.
3. Find the prime factors of (a) $c^2 - c - 6$; (b) $x^3 + x^2 + x + 1$; (c) $12a^2b^3c - 108b^3c$.
4. Change the mixed expression $2a - 1 - \frac{a-2}{a+3}$ to fractional form.
5. Multiply $\frac{x^2 - 16y^2}{xy - 4y^2}$ by $\frac{2y}{x + 4y}$.
6. Write the first, second and last terms of the expansion of $(a - b)^{50}$ and tell the number of terms.
7.
$$\begin{cases} \frac{x}{3} + \frac{z}{4} = 8. \\ x - z = -3. \end{cases}$$
 Solve by substitution for the values of x and z .
8.
$$\frac{x}{5} + \frac{5}{x} = \frac{26}{5}$$
 Solve for the values of x .
9. A farmer bought 100 acres of land, part at \$37 an acre, and part at \$45 an acre, paying for the whole \$4,220. How much land was there in each part? (Give algebraic statement and solution.)
10. (a) $x^{\frac{3}{2}} - x^{-\frac{1}{2}} = ?$ (b) $2\sqrt{28} - \sqrt{63} = ?$ (c) $\sqrt[3]{3} \times \sqrt{2} = ?$

BOOKKEEPING

1. (a) Give the meaning of each of the following conventions and abbreviations: (C. O. D.; 40 off; per; f. o. b.; L. P. (b) Rule forms of cash book, day book, and ledger (one page each).

Memoranda.—Austin & Blake of Granville, N. Y., on January 2, 1896, have on hand cash \$723.18 and a stock of general merchandise inventoried at \$6,873.45. They transact business as follows: January 3. Sold R. K. Wheeler, on account, 1 set of harness at \$25, 2 pairs of horse blankets at \$2.25 each, 2 robes at \$7.50 each, and 1 range at \$33; received cash for petty sales \$36.35; bought of Leach & Son, on account, 48 barrels of flour at \$3.65 a barrel, and 2 tons of feed at \$22.25 a ton. January 4. Sold F. V. Minor,

for cash, 1 parlor stove at \$32, 1 set of dishes, 160 pieces, for \$29.75, and two lamps at \$1.75 each; sold J. B. Thomas, on account, 200 pounds of sugar at 5½ cents a pound, 50 pounds of ham at 13 cents a pound, 5 gallons of oil at 13 cents a gallon, 2 pounds of coffee at 38 cents a pound, and ½ dozen lamp chimneys at 80 cents a dozen; received cash for petty sales \$41.42. January 10. Sold R. K. Wheeler, 1 banquet lamp at \$5.25, 6 yards of oilcloth at 55 cents a yard, 1 carpet sweeper at \$1.75, and one corn sheller at \$9.25, receiving in part payment 50 bushels of potatoes at 16 cents a bushel; paid for rent of store, 1 month, \$45, and for clerk's salary \$10; received cash for petty sales \$22.19. January 12. Bought of James Kerns, for cash, 6 dozen brooms at \$2.40 per dozen; gave Leach & Son check for \$100 on the Granville National Bank, to apply on account. January 21. Settled with R. K. Wheeler in full, receiving in payment \$65 in cash and his note at interest for 60 days, payable at the Granville National Bank, for the balance; received cash for petty sales, \$39.15.

Each of the following questions has 10 credits assigned to it.

Using forms already ruled and the usual abbreviations and conventions, enter in the day book and cash book of Austin & Blake.

2. The transactions of January 3d.
3. The transactions of January 4th.
4. The transactions of January 10th.
5. The transactions of January 12th.
6. The transactions of January 21st.
7. Post the day book entries.
8. Make receipted bill of goods sold F. V. Minor, transaction of January 4th.
9. (a) Write check mentioned in transaction of January 12th. (b) Write note mentioned in transaction of January 21st.
10. Estimating the inventoried value of merchandise on hand January 31st at \$7,050.17, make statement showing resources, liabilities, present worth and net gain of the business on that date.

ORTHOGRAPHY

Note.— All the words should be written on one page of the answer paper, properly numbered from one to fifty inclusive. Commissioners should announce to class that words should begin with small letters unless proper names are used.

Each of the following words has two credits assigned to it.

- | | |
|----------------|------------------|
| 1. conquerable | 20. belief |
| 2. quietly | 21. dancing |
| 3. heroes | 22. larynx |
| 4. crystallize | 23. celery |
| 5. chimneys | 24. rejoicing |
| 6. comedy | 25. incessantly |
| 7. subsidize | 26. compact |
| 8. receptacle | 27. peaceable |
| 9. drastic | 28. laudable |
| 10. Yosemite | 29. edible |
| 11. maxims | 30. infidel |
| 12. fallacy | 31. docile |
| 13. Rensselaer | 32. fossil |
| 14. precocious | 33. frantic |
| 15. panacea | 34. assistant |
| 16. neuralgia | 35. diplomacy |
| 17. Michael | 36. sarsaparilla |
| 18. cemetery | 37. relieve |
| 19. condemn | 38. concurred |

39. realize
40. arrival
41. mineralogy
42. analysis
43. taciturn
44. officious

45. wheresoever
46. precisely
47. partially
48. incense
49. euphony
50. etymology

P. M.

CIVIL GOVERNMENT

Each of the following questions has 10 credits assigned to it.

1. What one power is essential to every government?
2. (a) Do all who pay taxes receive benefit in return? (b) Give reason for your answer.
3. Judges are elected for longer terms than executive officers. What reason is there for this?
4. What is the duty of each house of Congress (a) as to its rules, (b) as to its records, (c) as to its adjournment?
5. What is done if no candidate for the vice-presidency receives a majority of the electoral vote?
6. Describe two methods of proposing amendments to the National Constitution.
7. Define the following: (a) constitution; (b) indictment; (c) subpoena; (d) mortgage.
8. What are the three chief duties of the Secretary of State of the United States?
9. The Constitution of the State of New York commences with a declaration of the rights of citizens. Mention five of these rights.
10. (a) State an objection to the election of President by popular vote. (b) State an advantage.

SCHOOL LAW

Each of the following questions has 10 credits assigned to it.

1. (a) What is meant by a "District Quota" in the apportionment of school money? (b) What is its amount?
2. What day is fixed by law for Arbor Day?
3. Upon what date does the school year end?
4. What is meant by the legal term "qualified teacher"?
5. Who has the sole power to fix the amount to be paid (a) for teachers' wages; (b) for a school-house site?
6. Name the legal holidays in this State.
7. Name three provisions of the "Health and Decency Act."
8. State two reasons for keeping a school register accurately.
9. State two provisions of the compulsory education law.
10. What items should a memorandum of "Hiring" contain.

PHYSICS

Each of the following questions has 10 credits assigned to it.

1. Define: (a) inertia; (b) indestructibility; (c) inflexibility; (d) elasticity; (e) compressibility.
2. (a) Define centrifugal force. Give a practical illustration of it.
3. (a) Why does not the leaning tower of Pisa tumble over? (b) Two bodies have the same height and different areas of base. Why will it be more difficult to overturn the one having the broader base?
4. Give an illustration of (a) the weight of air; (b) its elasticity; (c) its compressibility.
5. (a) Upon what does the degree of power of water when used as a motor depend? (b) How is the pressure of water upon the side of a tank full of water computed?
6. Compare (a) liquids; (b) solids; (c) gases, as to their power of conducting heat.

7. (a) What is the temperature of boiling water in an open kettle at sea level? (b) State two ways by which the temperature may be raised above the boiling point.
8. Mention three conditions of vibrating strings which affect the number of vibrations.
9. (a) Why are bodies visible? (b) What is a transparent body? (c) What is a translucent body?
10. (a) What is an electroscope? (b) Describe some form of an electroscope.

METHODS AND SCHOOL ECONOMY

1. What facts or conditions should be considered in assigning a spelling lesson as to (a) number of words; (b) source of words; (c) kind of words.
2. How may it be shown that air from the lungs contains carbonic acid?
3. In reading a mixed number only one *and* should be used. Show the necessity for this rule.
4. Outline a language lesson in which the observation of the child is tested and cultivated.
5. In what three school studies may current topics be taught with especial profit?
6. Give a method of teaching the plane of the earth's orbit.
7. Illustrate the teaching of the number 4 by the Grube method.
8. State two objects of teaching phonics.
9. Name five elements of governing power in a teacher.
10. Suggest a method for teaching the apparent convergence in perspective of parallel receding lines.

Saturday, November 16, 1895—Second and Third Grades

Special Examination at Gloversville

A. M.

ARITHMETIC

1. Reduce (a) $4\frac{2}{3}$ yd. to the fraction of a rod; (b) 8-15 bbl. to integers of lower denominations; (c) 3-8 per cent. to a decimal; (d) 5-6 and 14-24 to their least common denominator.
2. $24 + 3 \times 6 - (42 + 23) \div 13 - 8 = ?$
3. Required the sum of 4 5-8 A., 65 1-3 rd., and 5 ft. 2 in.
4. Resolve (a) 504 into its prime factors; (b) 7,735 into two composite factors.
5. The hypotenuse of a right-angled triangle is 485 feet, and its base is 483 feet. Find the perpendicular.
6. It is desired to carpet a room 19 ft. 6 in. by 18 ft. with Brussels carpet (3-4 of yard wide). Find (a) how many breadths of the carpet will be required, and (b) the cost at \$85 per yard.
7. Find the exact interest at 5 per cent. per annum on \$217.35, from September 11, 1895, to November 23, 1895.
8. The proceeds of a four-months note made and discounted at an Albany, N. Y., bank, November 9, 1895, at 6 per cent. per annum, were \$225.40. Required the face of the note.
9. Find the loss on 40 shares of Western Union Telegraph stock purchased at 93 $\frac{1}{8}$ and sold at 91 $\frac{1}{4}$.
10. Raise 7-11 to the fourth power.

GEOGRAPHY

1. If the axis of the earth were inclined 25 degrees, (a) how wide would be the Torrid Zone? (b) how far from the north pole would be the Arctic Circle?
2. Why does the average annual temperatures gradually fall, proceeding from the tropics toward the poles?
3. What causes the dense fogs off the coast of Newfoundland?
4. Why are there few large rivers between the Rocky and Sierra Nevada mountains?

5. Mention the largest of the West India Islands that belong to (a) Spain; (b) England; (c) mention the largest city of the West Indies.
6. In what country and on what water is each of the following cities: (a) Glasgow, (b) Hamburg, (c) Calcutta, (d) Montreal, (e) Buenos Ayres?
7. Mention and give some characteristics of the largest lake of (a) the United States west of the Rocky mountains; (b) of Switzerland among the Alps; (c) of Bolivia among the Andes.
8. Mention the largest river of (a) the United States that flows into the Pacific, (b) of Africa that flows into the Atlantic, (c) of Europe that flows into the Black Sea.
9. Give two of the principal exports of (a) France, (b) Japan.
10. Mention the largest city of New York in (a) Kings county, (b) Monroe county, (c) Broome county, (d) Erie county, (e) Onelda county.

P. M.

GRAMMAR

1 The strong will and untiring activity which result from abundant animal
2 vigor, go far to compensate even for great defects of education; and when
3 joined with that quite adequate education which may be obtained without
4 sacrificing health, they ensure an easy victory over competitors enfeebled
5 by excessive study.

HERBERT SPENCER.

The first eight questions refer to the above selection.

Notes.—1. A combination of subject and predicate is called a clause. Clauses are principal or subordinate.

2. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.

3. In naming a clause, include only its unmodified subject and unmodified predicate.

4. A preposition with its object is called a phrase.

5. In naming a phrase, give only the preposition and its unmodified object.

6. A modifier may be a word, phrase or clause. In giving modifiers, if words, name the parts of speech to which they belong. In like manner state the character of modifying phrases and clauses, as adjective, adverbial, etc.

7. An object of a transitive verb is classed as a modifier of that verb.

8. Only eight parts of speech are recognized—the articles the and a forming a subdivision of adjectives, and participles being one of the forms of verbs.

9. Infinitives are classed as modes of the verb.

10. In parsing a noun or pronoun, observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

11. In giving the syntax of a noun or pronoun, give only the case and the reason for it.

12. Treat verbs as divided into two classes only, viz., transitive and intransitive; a transitive verb may be used in the active or passive voice.

13. In parsing a verb, observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

Each of the following questions has 10 credits assigned to it.

1. Classify according to notes 1 and 2 the following clauses: (a) Will and activity go (lines 1 and 2); (b) which result (line 1); (c) (they are) joined (line 3); (d) which may be obtained (line 3); (e) they ensure (line 4).
2. Classify as adjective or adverbial the following phrases: (a) from vigor (lines 1 and 2); (b) for defects (line 2); (c) of education (line 2); (d) with education (line 3); (e) without sacrificing (lines 3 and 4).
3. Classify as parts of speech: (a) far (line 2); (b) even (line 2); (c) quite (line 3); (d) easy (line 4); (e) over (line 4).
4. Select (a) an infinitive; (b) a perfect participle not used as a part of a compound tense.

5. Give the syntax of: (a) activity (line 1); (b) sacrificing (line 4); (c) health (line 4).
6. Parse which (line 1).
7. Give the voice and the mode of each of the following verbs: (a) (are) joined (line 3); (b) may be obtained (line 3); (c) ensure (line 4).
8. (a) Name the parts of speech which may be used to connect clauses. (b) Select an example of each.
9. Decline a personal pronoun (a) of the first person; (b) of third person, masculine; (c) of the third person, feminine.
10. Write a sentence containing a clause used (a) as subject; (b) as attribute (predicate noun).

Thursday, August 8, 1895—Second and Third Grades

A. M.

CIVIL GOVERNMENT

Each of the following questions has 10 credits assigned to it.

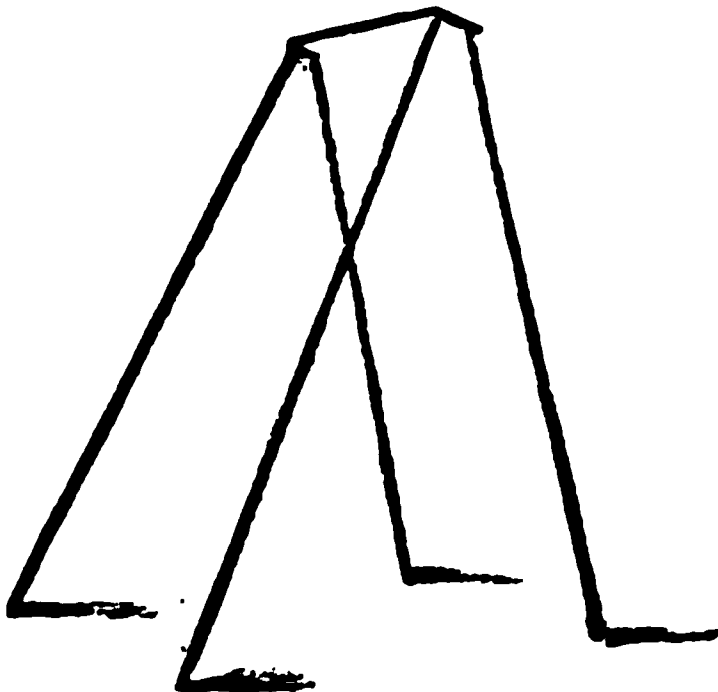
1. State two advantages of a republican form of government over that of a monarchy.
2. What is the connecting bond or unit between (a) the village and county governments; (b) the town and State governments?
3. (a) What is meant by a blanket ballot? (b) What is a paster ballot?
4. Congress shall have power to raise and support an army. Why was this power made a part of the Constitution?
5. (a) Define taxes. (b) State two objects for which taxes are rightfully imposed upon a community.
6. Name one duty of a surrogate.
7. Deeds of real estate and mortgages on the same should be recorded. (a) Why? (b) Where?
8. Under the supervision of which of the cabinet officers does the management of each of the following come: (a) foreign affairs; (b) Indian affairs?
9. Rules of naturalization are uniform throughout the United States. How is this uniformity secured?
10. Name two town officers and state one duty of each.

DRAWING

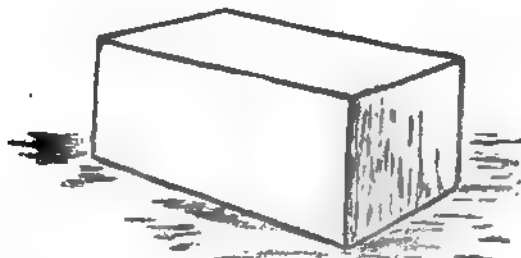
Note.—Each of the following questions has 10 credits assigned to it. Use compasses for drawing circles. Take measurements from ruler.

The measure of all work shall be at least one inch.

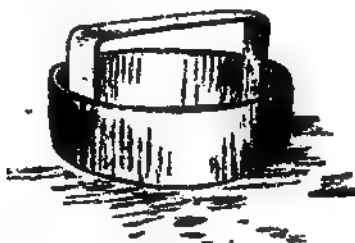
1. (a) What is a broken color? (b) Blending one part green and four parts yellow, will produce what hue?
2. Copy outline and add all necessary lines to represent a common step-ladder, left side having six steps, and a platform at the top.



1. Copy sketch and modify to represent an uncovered box.



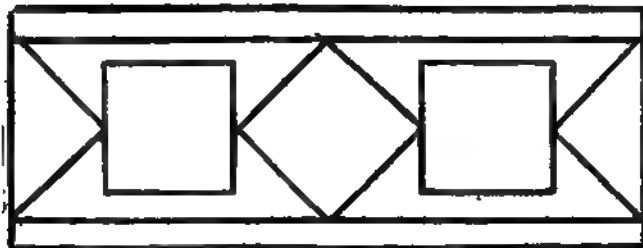
4. What rule governs the representation of all lines which are parallel with the line of the horizon?
5. Make a working drawing (three views, plain, front and side elevations) of an ordinary biscuit cutter, indicated in sketch. (Omit dimensions.)



6. Draw a pattern of the object illustrated in question No. 5.
7. (a) Copy sketch.
(b) Conventionalise blossom.



8. The design here represented indicates what arrangement in design?



9. (a) Draw to represent a square 2 inches on edge. (b) Represent the diameters by dash lines. (c) Represent the diagonals by dotted lines.
10. Copy sketch.



P. M.

AMERICAN HISTORY

Each of the following questions has 10 credits assigned to it.

- (a) What invention, shortly preceding the voyages of Columbus, made the sailing of the open sea more practicable? (b) About how long was Columbus in making his first voyage? (c) About what time is required for crossing the Atlantic by steamer?
- From what other colony did the first English settlers (a) of Rhode Island come; (b) of Connecticut; (c) of North Carolina?
- (a) By what nation was the Champlain valley first occupied? (b) Locate one of the forts built to defend that valley.
- (a) What was Washington's first successful operation against the British after his appointment as commander of the American army? (b) Mention one of the principal battles in which his army suffered defeat.
- For what particular event or circumstance during the revolution was each of the following places on the Hudson notable: (a) Stony Point; (b) Bemis Heights; (c) Newburgh? Select for answer any two of the three mentioned places.
- The American songs (a) the Star Spangled Banner, by Francis S. Key, and (b) the Battle Hymn of the Republic, by Julia Ward Howe, are each commemorative of one of our wars. Mention the war in each case.
- (a) Locate the Gadsden Purchase, and (b) account for the name given to that tract.

8. What was John Brown's object in seizing Harper's Ferry? (b) What circumstance made that place favorable to his purpose?
9. Locate (a) Petersburg, and (b) Island No. 10; and (c) state in the case of either one of these places why it was a strategic point in the civil war.
10. Arrange in the order of time the first practical use of telephones, railroads, steamboats and the telegraph.

METHODS AND SCHOOL ECONOMY

Each of the following questions has 10 credits assigned to it.

1. What is the first step in the cultivation of color sense?
2. What is the object of the study of grammar?
3. Give a plan of teaching the noun.
4. In a lesson on the comparison of objects what is incidentally to be accomplished?
5. Should grammar at first be taught orally or from a text-book? Give reason for your answer.
6. What should be the primary object of teaching arithmetic?
7. Multiplying the denominator or dividing the numerator decreases the value of the fraction. How may this be illustrated?
8. Name serious objections to requiring pupils to write many words or sentences as a penalty of violating some rule of conduct.
9. Children should have instruction in what general relations preparatory to their study of geography?
10. State the underlying principles that should govern the administering of punishment.

CURRENT TOPICS

Of the following questions candidates will answer only eight, to each of which twelve and one-half credits will be given.

1. What changes were made in President Cleveland's cabinet in June?
2. What industrial exposition is to be held in this country next fall and winter?
3. Name an important educational law which was enacted by the last Legislature.
4. What great scientist recently died?
5. The English Parliament was recently dissolved. At the time of such dissolution what party was in power?
6. In the recent English elections what party was successful?
7. What island on the American continent is in a state of insurrection?
8. What object is sought by the insurgents?
9. State briefly the facts of the sinking of the Italian steamship "Maria P."
10. What great commercial canal was opened in Europe in June?

Friday, August 9, 1895—Second and Third Grades

A. M.

ARITHMETIC

Each of the following questions has 10 credits assigned to it.

1. Find the cost of a stair carpet for a flight of 18 steps, 7 1-2 inches rise and 10 inches deep, at 68 cents a yard, the 18 steps to include 10 inches floor space at the top of the stairs.
2. Reduce .0018 3-4 (a) to the form of per cent.; (b) to a common fraction in its lowest terms; (c) to a fraction whose denominator is 8000.
3. Multiply 5 rd. 4 yd. 2 ft. 4 in. by 9.
4. 9 h. 6 min. 8 sec. is what part of 13 h. 39 min. 12 sec.?
5. A merchant sold a quantity of goods for \$93.15, and thereby lost 2-7 of what the goods cost him. Find their cost.
6. If in building a railroad, rails weighing 80 pounds to the yard are used, how many tons of rails will be required to build a mile of single-track road?

7. The perimeter (the sum of the sides) of a triangle is 220 yards, and the sides are in the ratio of 4, 7 and 9. Required the length of the longest side.
8. Find the proceeds of a 3-months' note for \$225 made and discounted to-day, at a Rochester, N. Y., bank, at 5 per cent. per annum.
9. Find the exact interest on \$3,650 from May 3, 1895, to June 5, 1895, at 5 per cent. per annum.
10. Required the cost to the purchaser of an article listed at \$54, but sold subject to trade discounts of 25 per cent., 16 2-3 per cent., and 5 per cent.

GEOGRAPHY

Each of the following questions has 10 credits assigned to it.

1. What is the latitude of (a) the Arctic Circle; (b) the Tropic of Capricorn?
2. If a man travel westward across the continent, how will the time indicated by his watch compare with local time wherever he may be? What does this difference prove with reference to the movement of the earth?
3. The Amazon is a great navigable river. Why have no large cities been built along its banks?
4. What disastrous effects often attend the complete removal of forests from large areas?
5. Mention two natural causes that have contributed to the growth of (a) Rochester; (b) San Francisco.
6. What large river flows across (a) Austria; (b) Alaska; (c) Massachusetts?
7. In what country and on what water is each of the following cities: (a) Montreal; (b) Buenos Ayres; (c) Sidney; (d) Calcutta; (e) Honolulu?
8. Mention two of the most valuable mineral products of (a) the Appalachian mountain region; (b) the Rocky mountain region.
9. Arrange the following cities of New York in the order of their elevation, beginning with the highest: Kingston, Utica, Albany, Cohoes, Schenectady.
10. (a) Locate the Bermuda Islands; (b) state to what country they belong; (c) mention one of their principal exports.

ORTHOGRAPHY

- | | |
|--------------------|------------------|
| 1. grieves. | 26. cornice. |
| 2. parading. | 27. accompanied. |
| 3. pilgrimage. | 28. vigorous. |
| 4. edifice. | 29. pervade. |
| 5. buried. | 30. pewter. |
| 6. smiling. | 31. polished. |
| 7. ample. | 32. library. |
| 8. artificial. | 33. Wednesday. |
| 9. homage. | 34. usually. |
| 10. exploits. | 35. scenes. |
| 11. shrine. | 36. handful. |
| 12. tomb. | 37. sexton. |
| 13. enough. | 38. bustling. |
| 14. anxious. | 39. mulberry. |
| 15. flaxen. | 40. infancy. |
| 16. peculiarly. | 41. interval. |
| 17. extraordinary. | 42. sovereign. |
| 18. relics. | 43. chronicler. |
| 19. legendary. | 44. sacrifice. |
| 20. volatile. | 45. disguise. |
| 21. separate. | 46. pious. |
| 22. hostess. | 47. pallet. |
| 23. persuade. | 48. Deity. |
| 24. lineal. | 49. despondent. |
| 25. tombstones. | 50. attendant. |

P. M.

GRAMMAR

1 The reading class now seated on the form in front of the schoolmaster's
 2 desk, consisted of the three most backward pupils. Adam would have
 3 known it, only by seeing Bartle Massey's face as he looked over his spec-
 4 tacles which he had shifted to the bridge of his nose, not requiring them for
 5 present purposes. The face wore the mildest expression; the grizzled, bushy
 6 eyebrows had taken their more acute angle of compassionate kindness, and
 7 the mouth, habitually compressed with a pout of the lower lip, was relaxed
 8 so as to be able to speak a hopeful word or syllable in a moment.

GEORGE ELIOT.

The first seven questions refer to the above selection.

Notes.—1. A combination of subject and predicate is called a clause. Clauses are principal or subordinate.

2. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.

3. In naming a clause, include only its unmodified subject and unmodified predicate.

4. A preposition with its object is called a phrase.

5. In naming a phrase, give only the preposition and its unmodified object.

6. A modifier may be a word, phrase, or clause. In giving modifiers, if words, name the parts of speech to which they belong. In like manner state the character of modifying phrases and clauses, as adjective, adverbial, etc.

7. An object of a transitive verb is classed as a modifier of that verb.

8. Only eight parts of speech are recognized — the articles the and a forming a subdivision of adjectives, and participles being one of the forms of verbs.

9. Infinitives are classed as modes of the verb.

10. In parsing a noun or pronoun, observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

11. In giving the syntax of a noun or pronoun, give only the case and the reason for it.

12. Treat verbs as divided into two classes only, viz., transitive and intransitive; a transitive verb may be used in the active or passive voice.

13. In parsing a verb, observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle, after tense.

Each of the following questions has 10 credits assigned to it.

- Classify the following clauses according to notes 1 and 2: (a) class consisted (lines 1 and 2); (b) Adam would have known (lines 2 and 3); (c) as he looked (line 3); (d) he had shifted (line 4); (e) mouth was relaxed (line 7).
- Give (a) three modifiers of seated (line 1); (b) two modifiers of compressed (line 7).
- Classify as parts of speech: (a) consisted (line 2); (b) most (line 2); (c) over (line 3); (d) their (line 6); (e) so (line 8).
- (a) Select two adjectives in the comparative degree; (b) two in the superlative degree; (c) a numeral adjective.
- (a) Select a participle modifying a noun. (b) Select a participle used as the object of a preposition.
- Give the mode and tense of each of the following verbs: (a) consisted (line 2); (b) would have known (lines 2 and 3); (c) had shifted (line 4); (d) was relaxed (line 7); (e) to be (line 8).
- Give the syntax of (a) face (line 3); (b) his (line 4); (c) mouth (line 7).
- Define (a) relative pronoun; (b) regular verb.
- Decline (a) I; (b) lady.

10. The object of a transitive verb may be (a) a noun; (b) a pronoun; (c) a clause. Give an example of each.

COMPOSITION

Write a composition on one of the following subjects:

1. A Country Road.
2. A Surprise Party.
3. The Force of Habit.
4. Benefits Derived from Reading Good Books.

Credits will be given on the merits of the composition with particular reference to three points.

1. The matter, i. e., the thoughts expressed. (25)
2. The correctness and propriety of the language used. (25)
3. The orthography, punctuation, division into paragraphs, use of capitals, and general appearance. (25)

(For remaining 25 credits see Regulations.)

PHYSIOLOGY AND HYGIENE

Each of the following questions has 10 credits assigned to it.

1. Why has the shoulder joint greater freedom of movement than the hip joint?
2. (a) Name the muscle used chiefly in bending the arm. (b) What bones of the arms are moved by this muscle?
3. What are (a) the bronchial tubes; (b) the villi?
4. What is the drum of the ear?
5. Why do persons exercising much usually require more food than those exercising little?
6. Upon bread, insalivation produces a mechanical and a chemical effect; upon meat it produces only a chemical effect. Explain.
7. Where is (a) the chyme formed; (b) the chyle?
8. What is the function of (a) the pulmonary artery; (b) the portal vein?
9. Why should a person abstain from the free use of ice water at meals?
10. Why is the smoking of cigarettes more injurious than the use of tobacco in other forms?

Friday, September 6, 1895—Second and Third Grades

A. M.

CIVIL GOVERNMENT

Each of the following questions has 10 credits assigned to it.

1. Why is a representative form of government necessary in a city and not in a town?
2. Why is the United States sometimes called a representative democracy?
3. Under the revised State Constitution (a) how many members of Assembly will there be; (b) for how long a term is the Governor elected?
4. (a) Who, in case of necessity, orders out the State National Guard? (b) Why?
5. The Lieutenant-Governor can vote when presiding in the Senate, only in case of tie. The Speaker of the Assembly when presiding can vote upon all questions. Explain why there is such discrimination.
6. Whence did the United States government originally derive its authority?
7. Name one of the chief duties of the county clerk.
8. (a) How many representatives in Congress has each Territory; (b) What privilege is accorded Territorial delegates; (c) What privilege is denied them?
9. Name two objects to be attained in teaching Civil Government.
10. If citizens of different States have cause for litigation, in what court will the dispute be settled?

DRAWING

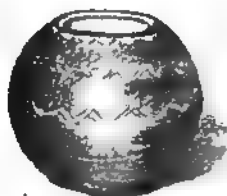
Note.— Each of the following questions has 10 credits assigned to it. Use compasses for drawing circles. Take measurements from ruler.

The measure of all work shall be at least one inch.

1. (a) Name the color complementary to orange; (b) Blending one part violet and two parts red, will produce what hue?
2. The sketch represents the plan or (top view) of a cheese, the thickness of which is one-half its diameter. Draw to represent the cheese in such a position that the observer may see the top, side, and end surfaces.



3. (a) Define or illustrate the radius of a circle. (b) Draw a hexagon within a circle. Diameter $1\frac{1}{4}$ inches. Compasses to be used in drawing circumference and in locating points.
4. Make a working drawing, two views, and cross section of rose jar (see sketch). Draw plan, front elevation, and vertical cross section.



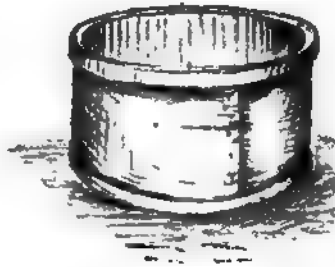
5. Draw the pattern of an ordinary music-roll. Pattern, except handle, to be all in one piece. (See sketch for example.)



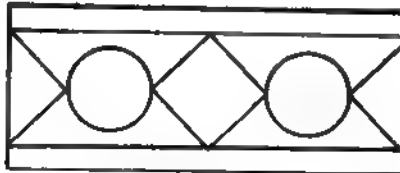
6. Copy sketch and conventionalize blossom, making a bilateral unit of design.



7. Copy sketch and draw to represent the measure filled with apples.



8. This design illustrates what?



- 9-12. (a) Draw a rectangular frame, height 3 inches, width 2 1/4 inches. Opening for picture to be an ellipse measuring 2 inches by 1 1/4 inches. (b) Place copy of sketch given within this frame.



P. M.

AMERICAN HISTORY

Each of the following questions has 10 credits assigned to it.

1. (a) Arrange in the order of time the first explorations of the valley of the Hudson, of the St. Lawrence and of the upper Mississippi. (b) Who first explored the lower waters of the Mississippi?
2. James Otis, Alexander Hamilton and Patrick Henry were among the orators who incited the colonists to rebellion; of what colony was each a citizen?
3. New York, Philadelphia and Charleston were captured by the English in the Revolution. State which was captured (a) first; (b) last.
4. Mention a county of this State, the name of which indicates that it was formed (a) during English rule; (b) since independence was established.
5. Of what political party was each of the following: Jackson, Van Buren, William Henry Harrison, Polk? Select for answer any two of the four mentioned names.
6. In the following States there was a contest over the admission of the State with or without slavery: Kansas, Missouri, California. In each case tell whether the State was admitted with or without slavery.
7. Mention two provisions of the compromise of 1850—the Omnibus bill.
8. (a) In what war was the city of Washington captured? (b) In what other war was the city several times in danger of capture?
9. Arrange the following States in the order of their admission to the Union: Colorado, Montana, Texas.
10. Designate each of the following as inventor, statesman, historian, or poet: William H. Prescott, Elias Howe, Charles Sumner, William Cullen Bryant, Eli Whitney.

METHODS AND SCHOOL ECONOMY

Each of the following questions has 10 credits assigned to it.

1. In drawing, through what means are the leading principles of construction developed?
2. (a) To what part of language study should children give special attention? (b) To what part should advanced pupils give attention?
3. Give a plan for teaching the possessive form of nouns.
4. When should pupils be required to commit rules to memory?
5. Show two methods of teaching the division of one fraction by another, for example, $\frac{3}{4} \div \frac{7}{8}$.
6. State objections to compelling pupils to give information that inculcates one another.
7. Mention personal habits that should characterize the teacher.
8. State objections to keeping pupils after school to make up lessons.
9. The inductive method of teaching geography begins with familiar known objects. State advantages.
10. Show how good scholarship of the teacher is an element of governing power.

CURRENT TOPICS

Of the following questions candidates will answer only eight, to each of which twelve and one-half credits will be given.

1. Richard M. Hunt, Stefan M. Stambuloff and Howell E. Jackson have recently died. Give the occupation or official position of two of these.
2. (a) How many State Senators are to be elected this fall? (b) What is the length of their term of service?
3. (a) How many Assemblymen are to be elected this fall? (b) What is the length of their term of service?
4. (a) What official position is held by Theodore Roosevelt? (b) What effort of his is arousing public interest?
5. What large convention met in Boston, recently?
6. With what event are the names "Defender" and "Valkyrie III" connected?

7. In what nation has violence been employed against foreigners recently?
8. What outrages have recently called the attention of civilized nations to the Turkish government?
9. What was the subject of the debate between Roswell G. Horr and W. H. Harvey?
10. (a) Where will the next New York State Republican convention be held? (b) The next New York State Democratic convention?

Saturday, September 7, 1895—Second and Third Grades

A. M.

ARITHMETIC

Each of the following questions has 10 credits assigned to it.

1. Write in words (a) 1,246; (b) .3953; (c) $\frac{19}{201}$; (d) 4×7 lb.
2. Multiply 483 by 237, and write in words the number represented by each of the three partial products.
3. A, B and C find that they can ride their bicycles around a race track as follows: A makes the circuit in 2 min. 30 sec., B in 2 min. 40 sec., and C in 3 min. 12 sec. If they all start together and continue to ride at their respective rates of speed, how much time will elapse before they are again together?
4. Simplify the complex fraction $\frac{3\frac{1}{2} + \frac{7}{11}}{\frac{3}{20} \times 5\frac{5}{9}}$.
5. If .276 of a piece of property be worth \$524.40, what is the value of the entire property?
6. Reduce 2,286 inches to higher denominations.
7. The ridge of a roof is 16 ft. 6 in. above the eaves, and the eaves are 55 ft. apart. Find the width of one side of the roof. (Draw diagram.)
8. Find the amount of \$134.10 at interest for 7 months 26 days, at 6 per cent. per annum.
9. If I sell silk at an advance of 16 2-3 per cent. and gain \$0.25 per yard, what is the selling price?
10. Required my annual income from an investment of \$4,545.76 in U. S. 4's at 119 1-2, brokerage 1-8 per cent.

GEOGRAPHY

Each of the following questions has 10 credits assigned to it.

1. (a) What causes the sun to appear to rise in the east and set in the west? What causes the sun in this latitude to appear to sink low in the south in the winter and mount high toward the north in the summer?
2. Oats belong characteristically to the cold temperate zone; yet they are grown in the western part of South America in the Torrid zone. Explain.
3. Mention and locate three important cotton markets of the United States.
4. In what mountains does (a) the Niger river rise; (b) the Ganges; (c) the Colorado; (d) the Amazon?
5. (a) What two empires of Europe extend into Asia? (b) Mention the chief commercial city of each of these empires.
6. (a) Mention the countries of Africa that border on the Mediterranean sea. (b) What is the climate of these countries?
7. Mention two natural causes that have contributed to the rapid growth of Duluth.
8. In what country and on what water is each of the following cities: (a) Rio Janeiro; (b) Genoa; (c) Vera Cruz; (d) Vienna; (e) Montreal?
9. What river rising in Pennsylvania flows across the State of New York?
10. Mention a principal export of (a) Ceylon; (b) Java; (c) Hawaii.

ORTHOGRAPHY

Note.—All the words should be written on one page of the answer papers, properly numbered from one to fifty inclusive. Commissioners should announce to class that words should begin with small letters unless proper names are used.

Each of the following questions has two credits assigned to it.

- | | |
|-------------------|-------------------|
| 1. experimenting. | 26. reputation. |
| 2. predecessor. | 27. excellence. |
| 3. abstinence. | 28. consistent. |
| 4. eminence. | 29. introduction. |
| 5. inciting. | 30. Onondaga. |
| 6. individual. | 31. approbation. |
| 7. pecuniary. | 32. approval. |
| 8. appreciate. | 33. magnifying. |
| 9. additional. | 34. suspension. |
| 10. partial. | 35. vigilance. |
| 11. honorable. | 36. susceptible. |
| 12. righteous. | 37. delusion. |
| 13. pernicious. | 38. formerly. |
| 14. filial. | 39. repealed. |
| 15. grossly. | 40. interfere. |
| 16. conscience. | 41. guidance. |
| 17. obsolete. | 42. forbidden. |
| 18. diligent. | 43. inquiry. |
| 19. privilege. | 44. temporary. |
| 20. habitual. | 45. including. |
| 21. artificial. | 46. constitute. |
| 22. sufficient. | 47. inevitable. |
| 23. discipline. | 48. ancestor. |
| 24. voluntary. | 49. personally. |
| 25. usually. | 50. philosopher. |

P. M.

GRAMMAR

1 Watt was one of the most industrious of men; and the story of his life
 2 proves, what all experience confirms, that it is not the man of the greatest
 3 natural vigor and capacity who achieves the highest results, but he who
 4 employs his powers with the greatest industry and the most carefully dis-
 5 ciplined skill — the skill that comes by labor, application, and experience.
 6 Many men in his time knew far more than Watt, but none labored so assidu-
 7 ously as he did to turn all that he did know to useful practical purposes.

SAMUEL SMILES.

The first eight questions refer to the above selection.

Notes.— 1. A combination of subject and predicate is called a clause. Clauses are principal and subordinate.

2. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.

3. In naming a clause, include only its unmodified subject and unmodified predicate.

4. A preposition with its object is called a phrase.

5. In naming a phrase, give only the preposition and its unmodified object.

6. A modifier may be a word, phrase, or clause. In giving modifiers, if words, name the parts of speech to which they belong. In like manner state the character of modifying phrases and clauses, as adjective, adverbial, etc.

7. An object of a transitive verb is classed as a modifier of that verb.

8. Only eight parts of speech are recognized — the articles the and a forming a subdivision of adjectives, and participles being one of the forms of verbs.

9. Infinitives are classed as modes of the verb.

10. In parsing a noun or pronoun, observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

11. In giving the syntax of a noun or pronoun, give only the case and the reason for it.
12. Treat verbs as divided into two classes only, viz., transitive and intransitive; a transitive verb may be used in the active or passive voice.
13. In parsing a verb, observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle, after tense.

Each of the following questions has 10 credits assigned to it.

1. Classify according to notes 1 and 2 the following clauses: (a) story proves (lines 1 and 2); (b) it is man (line 2); who employs (lines 2 and 3); (d) that comes (line 5); (e) he did (labor) (line 7).
2. (a) Give three modifiers of man (line 2); (b) two modifiers of to turn (line 7).
3. What word is modified by each of the following: (a) most (line 4); (b) carefully (line 4); (c) by experience (line 5); (d) assiduously (lines 6 and 7); (e) that (line 7).
4. Select (a) a noun; (b) pronoun; (c) adjective; (d) verb; (e) adverb; (f) preposition; (g) conjunction.
5. Classify the following verbs as transitive or intransitive: (a) was (line 1); (b) proves (line 2); (c) confirms (line 2); (d) employs (line 4); (e) comes (line 5).
6. Give the syntax of (a) one (line 1); (b) skill, the first one (line 5); (c) skill, the second one (line 5).
7. Decline (a) it (line 2); (b) who (line 3).
8. Parse that (line 5).
9. Write a sentence or sentences illustrating the three degrees of comparison of adjectives. Mark the degree of each adjective.
10. Write a sentence whose subject and predicate have each at least two modifiers.

COMPOSITION

Write a composition on one of the following subjects:

1. A Deserted House.
2. The Beauties of Autumn.
3. The Different Modes of Traveling.
4. Advantages of Association.

Credits will be given on the merits of the composition with particular reference to three points:

1. The matter, i. e., the thoughts expressed. (25)
2. The correctness and propriety of the language used. (25)
3. The orthography, punctuation, division into paragraphs, use of capitals, and general appearance. (25)

(For remaining 25 credits see Regulations.)

PHYSIOLOGY AND HYGIENE

Each of the following questions has 10 credits assigned to it.

1. If the humerus were sawed lengthwise, thus dividing it into two equal parts, the different substances of which the bone is composed would be exposed. Name these substances in order, beginning at one end of the bone and proceeding toward the other end.
2. What cavities are separated by (a) the tympanic membrane; (b) the diaphragm?
3. What is the principal difference between pure air and exhaled air?
4. Mention three digestive juices that are mingled with the food after it passes the pylorus.
5. The walls of the ventricles of the heart are thicker and stronger than those of the auricles. Explain the necessity of this provision.
6. What evil effects are liable to attend habitual sitting and standing in a stooping posture?

7. Mention two functions of the muscles that form a part of the walls of the alimentary canal.
8. What would be the effect produced by the impairment or paralysis of (a) the optic nerve; (b) the auditory nerve?
9. Give three hygienic cautions that should be observed with reference to times of bathing.
10. State why alcohol may be called (a) a narcotic; (b) a stimulant.

Friday, October 4, 1895—Second and Third Grades

A. M.

CIVIL GOVERNMENT

Each of the following questions has 10 credits assigned to it.

1. Define (a) constitutional monarchy and give an example; (b) Republic and give an example.
2. Why is a government justified in imposing taxes?
3. According to the United States Constitution, who are citizens?
4. "No tax or duty shall be laid on articles exported from any State" (U. S. Constitution). Why this provision?
5. For how long a term is each of the following officers elected: (a) Lieutenant-Governor; (b) supervisor?
6. By what authority is (a) the number of Senate and Assembly districts determined in this State? (b) The number of representatives in Congress?
7. (a) Name two of the departments presided over by members of the President's Cabinet. (b) State one duty of each of the respective departments named.
8. (a) Under the United States Constitution, by what body must officers be impeached? (b) By what body must such impeachment be tried?
9. Name the qualifications for a member of the House of Representatives as to (a) age; (b) citizenship; (c) residence.
10. What is a census?

DRAWING

Note.— Each of the following questions has 10 credits assigned to it. Use compasses for drawing circles. Take measurements from ruler.

The measure of all work shall be at least one inch.

1. (a) Name the two hues which appear in the spectrum scale, between blue and violet. (b) Name the positive colors.
2. Modify the type form in sketch, to represent a common rolling-pin.

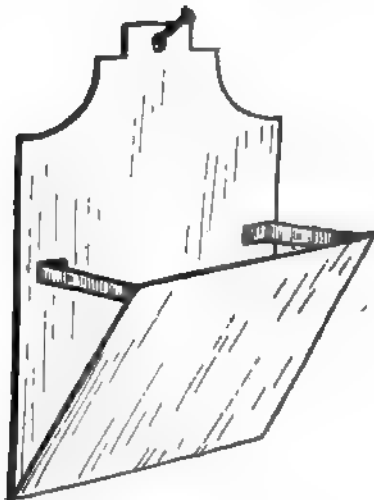


3. Define or illustrate balanced curves.

4. Draw plan and front elevation of a quart cup. Omit marking dimensions. See sketch.



5. Draw a pattern of wall pocket indicated in sketch, measure of back, height $2\frac{1}{2}$ inches, width 2 inches. Of front, height, $1\frac{1}{4}$ inches, width 2 inches. Place dotted lines where the pattern is to be folded.



6. Copy and conventionalize one blossom of the flower shown in sketch.



7. (a) What is a quadrisection? (b) Indicate process. (c) Illustrate by quadrisectioning a square on its diagonals.
8. Draw a regular octagon within a circle. Diameter across corners $1\frac{1}{4}$ inches. Use compasses and leave all work upon the paper.
9. Draw a picture frame which shall be a rectangle. The outside horizontal measure to be 3 inches. Vertical measure $1\frac{1}{2}$ inches. Opening for picture $2\frac{1}{2}$ inches by 1 inch.
10. Copy sketch and place within frame drawn in No. 9.



P. M.

AMERICAN HISTORY

Each of the following questions has 10 credits assigned to it.

1. What parts of the United States were explored by the Spaniards?
2. (a) What was the object of the expedition into Canada in the revolution? (b) Mention the principal operation in this expedition.
3. Locate the Wyoming valley. (b) For what is it famous in history?
4. Answer any three of the following questions concerning Benjamin Franklin: (a) Of what State was he a citizen; (b) what was his trade or occupation; (c) what special discovery did he make in science; (d) what was one of his political services?
5. Mention two of the leading events of Jefferson's administration.
6. (a) What was the cause of the border warfare in Kansas? (b) What part did some of the people of Missouri take in this contest?
7. (a) By what authority was the Dred Scott decision rendered? (b) What great political question was affected by this decision?
8. Name four States, not gulf States, which seceded from the Union during the civil war.
9. For what particular cause has each of the following great orators pleaded: Samuel Adams, Wendell Phillips, Daniel Webster, John C. Calhoun?
10. (a) In what war were the stars and stripes first used? (b) What is the significance of the stars and what of the stripes?

METHODS AND SCHOOL ECONOMY

Each of the following questions has 10 credits assigned to it.

1. What is the prime purpose of drawing in the public school?
2. How is good language principally learned?
3. Given the subject, "George Washington," show what should be required of a class preparatory to a written composition.
4. Show how to develop the idea of the subject of a sentence.
5. Why should pupils be required to solve many promiscuous problems?
6. The teacher is in a degree responsible for the bodily health of the child. What does Page say on this subject?
7. State the ethical value of music as a school exercise.
8. Why is it objectionable to formulate a code of rules for the management of schools.

9. How may a good newspaper be made serviceable in teaching geography?
10. (a) How would you show objectively to a class of pupils the muscles that bend the lower arm; (b) the muscles that bend the fingers?

CURRENT TOPICS

Of the following questions candidates will answer only eight, to each of which twelve and one-half credits will be given.

1. What two important political conventions were held in this State last month?
2. (a) For what offices were nominations made? (b) What will be the term of office of the successful candidates?
3. Who were the candidates nominated by each party?
4. What action was taken by each convention concerning the selling of liquor?
5. (a) What international contests took place in New York last month? (b) Which nation was the winner in each contest?
6. Why were no institutes held during the week beginning September 24?
7. (a) What exposition was opened last month? (b) How was the machinery set in motion?
8. (a) What battle-field was opened as a national park last month? (b) What great meeting was held just before it at Louisville?
9. Why is it expected that a new bond issue will soon be necessary?
10. What Spanish war vessel was recently sunk, and where and how?

Saturday, October 5, 1895—Second and Third Grades

A. M.

ARITHMETIC

Each of the following questions has 10 credits assigned to it.

1. Reduce (a) 25 lbs. 12 oz. to the fraction of a hundred-weight; (b) 2-3 of 5 to a fractional part of 11.
2. "Dividing both dividend and divisor by the same number does not change the quotient." Modify the statement of the principle of division above given so that it will apply to (a) fractions; (b) ratio.
3. Find the sum in yards of 5-6 yd. and 2 1-4 ft.
4. My commission at 5 per cent. on a sale of hay at \$13.50 per ton was \$12.48 3-4. How many tons did I sell?
5. Find the exact interest on \$2,150 from March 12 to April 5, at 6 per cent. per annum.
6. Find the proceeds of a note for \$1,350 discounted at bank 4 mo. 5 da. before it was due, at 6 per cent. per annum.
7. Required (a) the square root of 3.8 correct to three decimal places; (b) the fourth power of 1 2-3.
8. How many bushels of wheat will fill a bin 8 ft. by 4 ft. 2 in. by 3 ft. 8 in.?
9. Find the missing term in the proportion:

8 55	9 13
1.7 : 7 :: () : .05	
3.3 .26	5.1 6
10. Define (a) multiple; (b) discount; (c) composite number.

GEOGRAPHY

Each of the following questions has 10 credits assigned to it.

1. Of what use are parallels of latitude and meridians?
2. Mention three physical features upon which the successful development of a country largely depends.
3. Mention two large rivers of Asia that flow into the Arctic ocean, and state why they are of less commercial importance than the Ganges and Yang-tse Kiang.
4. (a) Which one of the grand divisions has a region of great lakes in the torrid zone?
 (b) What two great rivers drain that region?

5. Give the names of three of the principal food fish caught in the Atlantic fisheries off the New England coast.
6. Mention the countries of Europe that border on the North sea.
7. Locate the following cities and state for what each is noted: Sheffield, Richmond, Havana.
8. What waters would be traversed on a voyage from Washington to Halifax, stopping at Philadelphia and Boston?
9. What city near (a) the head of Cayuga lake; (b) the foot of Owasco lake; (c) the foot of Chautauqua lake; (d) the foot of Lake Erie?
10. Compare the United States and Great Britain with reference to the value of their exports of (a) raw material, and (b) manufactured products.

ORTHOGRAPHY

Note.—All the words should be written on one page of the answer papers, properly numbered from one to fifty inclusive. Commissioners should announce to class that words should begin with small letters unless proper names are used.

Each of the following questions has two credits assigned to it.

- | | |
|------------------|-------------------|
| 1. inherent. | 26. industrial. |
| 2. judgment. | 27. distribution. |
| 3. emphasize. | 28. humiliating. |
| 4. discriminate. | 29. arousing. |
| 5. appropriate. | 30. obedience. |
| 6. ennobled. | 31. courtesy. |
| 7. exclusively. | 32. specially. |
| 8. imagination. | 33. cheerfully. |
| 9. procedure. | 34. automatic. |
| 10. bolsterous. | 35. habitual. |
| 11. denial. | 36. Chattanooga. |
| 12. generosity. | 37. scrupulous. |
| 13. deception. | 38. diversion. |
| 14. submission. | 39. assuming. |
| 15. fidelity. | 40. reversal. |
| 16. happily. | 41. excusable. |
| 17. avenue. | 42. observance. |
| 18. apology. | 43. permitting. |
| 19. volition. | 44. generously. |
| 20. temperature. | 45. competent. |
| 21. increasing. | 46. prevalence. |
| 22. strengthen. | 47. erroneous. |
| 23. social. | 48. radical. |
| 24. defiling. | 49. superior. |
| 25. buying. | 50. Potomac. |

P. M.

GRAMMAR

- 1 The long lines of young faces rose tier above tier down the whole length of
- 2 the chapel, from the little boy's who had just left his mother, to the young
- 3 man's who was going out next week into the great world, rejoicing in his
- 4 strength. It was a great and solemn sight, and never more so than at this
- 5 time of the year, when the only lights in the chapel were in the pulpit and
- 6 at the seats of the praepostors of the week, and the soft twilight stole over
- 7 the rest of the chapel, deepening into darkness in the high gallery behind
- 8 the organ.— "Tom Brown's School-Days at Rugby."

The first seven questions refer to the above selection.

Notes.—1. A combination of subject and predicate is called a clause. Clauses are principal or subordinate.

2. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.

3. In naming a clause, include only its unmodified subject and unmodified predicate.

4. A preposition with its object is called a phrase.

5. In naming a phrase, give only the preposition and its unmodified object.

6. A modifier may be a word, phrase, or clause. In giving modifiers, if words, name the parts of speech to which they belong. In like manner state the character of modifying phrases and clauses, as adjective, adverbial, etc.

7. An object of a transitive verb is classed as a modifier of that verb.

8. Only eight parts of speech are recognized — the articles the and a forming a subdivision of adjectives, and participles being one of the forms of verbs.

9. Infinitives are classed as modes of the verb.

10. In parsing a noun or pronoun, observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

11. In giving the syntax of a noun or pronoun, give only the case and the reason for it.

12. Treat verbs as divided into two classes only, viz., transitive and intransitive; a transitive verb may be used in the active or the passive voice.

13. In parsing a verb, observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle, after tense.

Each of the following questions has 10 credits assigned to it.

1. Classify according to notes 1 and 2 the following clauses: (a) Lines rose (line 1); (b) who had left (line 2); (c) who was going (line 3); (d) it was sight (line 4); (e) lights were (line 5).
2. Give (a) three modifiers of twilight (line 6); (b) two modifiers of deepening (line 7).
3. Select (a) an abstract noun; (b) a personal pronoun; (c) a qualifying adjective; (d) an adverb of degree; (e) a preposition.
4. (a) What part of the verb is rejoicing (line 3)? (b) What does it modify?
5. Give syntax of (a) lines (line 1); (b) week (line 3); (c) sight (line 4).
6. Select a verb in the (a) past tense; (b) past perfect tense; (c) in the progressive form — all in the indicative mode.
7. Give the four principal parts of (a) rose (line 1); (b) stole (line 6). Name the parts.
8. Define (a) personal pronoun; (b) proper noun.
9. (a) Write a sentence containing a transitive verb. (b) Rewrite the sentence, changing the verb to the passive voice.
10. The attribute of a predicate may be (a) a noun; (b) a pronoun; (c) a clause. Give an example of each.

COMPOSITION

Write a composition on one of the following subjects:

1. A Description of a Fire.
2. A Rainy Day at School.
3. A Beautiful Home.
4. Advantages of a Kind Disposition.

Credits will be given on the merits of the composition with particular reference to three points.

1. The matter, i. e., the thoughts expressed. (25)
2. The correctness and propriety of the language used. (25)
3. The orthography, punctuation, division into paragraphs, use of capitals, and general appearance. (25)

(For remaining 25 credits see Regulations.)

PHYSIOLOGY AND HYGIENE

Each of the following questions has 10 credits assigned to it.

1. Define (a) hygiene; (b) assimilation; (c) excretion.
2. (a) Locate the triceps muscle. (b) What muscle is directly opposed to the triceps, constituting with the triceps a pair of muscles?
3. Show how the statement that arteries carry bright red blood is only partially correct.
4. By what fluid does (a) the portal vein carry; (b) the lacteals? (c) Where do these organs have their beginning?
5. Why should persons having weak lungs take special care of the skin?
6. What elements of food are digested in (a) the stomach; (b) the intestines?
7. (a) What evil effects frequently attend the wearing of clothing colored with cheap, poisonous dyes? (b) What function of the skin is active in producing these evil effects?
8. Why is it not prudent to exercise vigorously immediately after eating?
9. Give three rules to be observed in keeping cellars in proper sanitary condition.
10. Show how the words, "Visiting the iniquities of the fathers upon the children unto the third and fourth generation," are proved true with reference to those who use alcoholic stimulants to excess.

Thursday, January 9, 1896—Second and Third Grades

A. M.

CIVIL GOVERNMENT

Each of the following questions has 10 credits assigned to it.

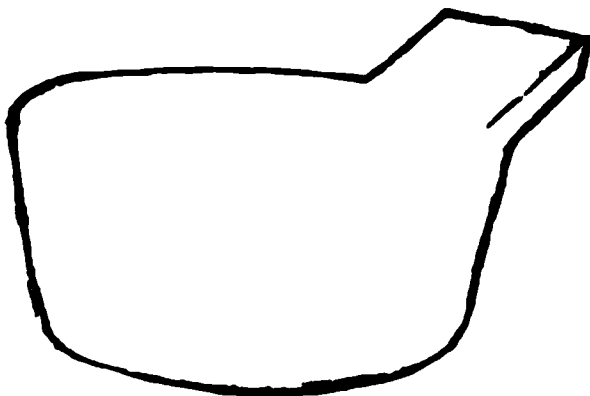
1. Mention the necessary qualifications and the mode of election of a member of the United States Senate.
2. The Constitution states that bills for raising revenue must originate in the House of Representatives. Give reason for this provision.
3. State three ways in which a bill may become a law after it has once passed a majority of both houses.
4. Mention five powers that the Constitution gives to Congress.
5. Mention three powers denied to the United States by the Constitution.
6. Mention two things that the Constitution guarantees to every State.
7. What is appellate jurisdiction?
8. Mention two duties of the treasurer of a county.
9. Mention four duties of a school trustee.
10. What are two chief functions of government?

DRAWING

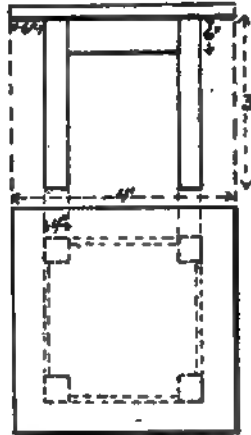
Note.— Each of the following questions has 10 credits assigned to it. Use compasses for drawing circles. Take measurements from ruler.

The measure of all work shall be at least one inch.

1. (a) What is pure color? (b) Name the five colors which occur between red and yellow, in the spectrum of 18 colors. (c) Name two neutrals.
2. Sketch (a) a circular plinth; (b) a square plinth; (c) the frustum of a cone.
3. Copy outline given and finish to represent a tub and wash-board.



4. Read the working drawing here given, and sketch in "freehand perspective" the object described, giving special attention to lines of convergence.



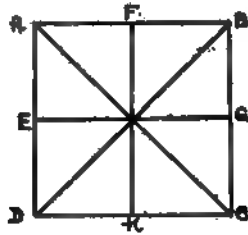
5. Draw a plan and front elevation of object indicated in sketch. Connect to show relation of parts.



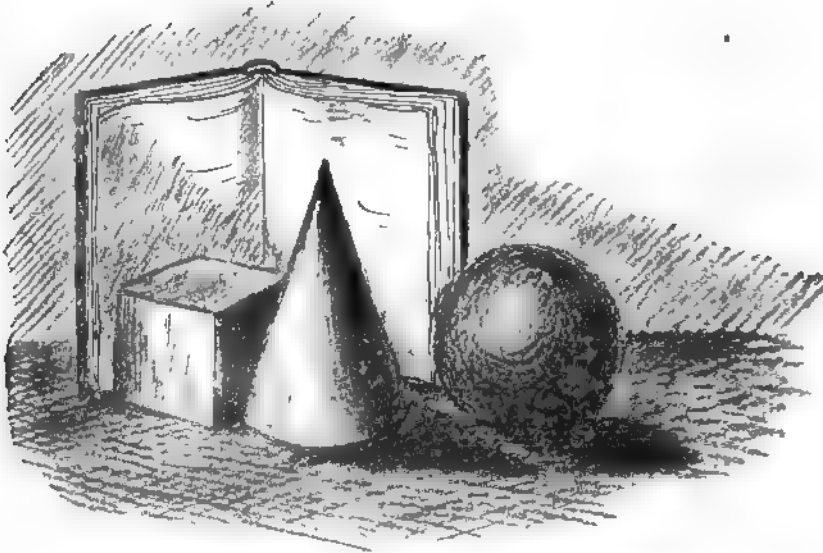
6. Draw a pattern for a book cover (book protector). Dot all the lines where the pattern is to be folded. Dimensions optional.
7. Conventionalize the blossom here pictured.



2. Name (a) the line A C; (b) the line E G. (c) Name the drawing here given.



3. (a) Copy (trace) a unit which illustrates the law of symmetry; (b) letter A and A', B and B' the parts which make the unit symmetrical.
10. Copy sketch.



P. M.

AMERICAN HISTORY

Each of the following questions has 10 credits assigned to it.

1. What parts of North America were explored by (a) Sebastian Cabot; (b) Ponce de Leon; (c) Cartier?
2. Mention some of the modes of punishment for violations of the law, in colonial times, not used at the present time.
3. In what State or section of the country did (a) the Pequot and (b) the Seminole war occur?
4. (a) Who commanded the American forces at the siege of Yorktown; (b) what fleet assisted in the siege?
5. Texas was the last slave State admitted to the Union (1845). Name two other slave States admitted to the Union since 1800.

6. (a) Of what party was John C. Fremont the presidential candidate in 1856? (b) Mention some previous public service of Fremont.
7. By what three routes did the emigrants from Atlantic coast reach California in the 'fifties?
8. In 1854 the "Ostend Manifesto" declared that the possession of Cuba was a necessity for the United States. Why did the southern States particularly desire the acquisition of Cuba at that time?
9. No one was killed on either side during the bombardment of Fort Sumpter in 1861. For what reason, then, was the engagement considered important?
10. (a) What territory has the United States acquired since the civil war? (b) Of what nation and (c) by what means was that territory obtained?

METHODS AND SCHOOL ECONOMY

Each of the following questions has 10 credits assigned to it.

1. State an objection to giving extra school work as a punishment for misconduct.
2. State an objection to the practice of allowing pupils of the same grade to study together.
3. (a) Give one advantage in having uniformity of text-books. (b) Give one advantage in having a variety of text-books.
4. State an objection to a great amount of written work in recitations.
5. Name three exercises in the reading class by which the voice may be cultivated and strengthened.
6. In the reading class, pupils are often required to tell the story of the selection in their own words. Why should this precede their oral reading of the selection?
7. Give concrete illustration to show the office of the denominator and of the numerator.
8. State objections to the teacher's questioning pupils in regard to delinquencies of their schoolmates.
9. In teaching the location of places, what benefit is derived from giving interesting facts of history, manufactures, or commerce, associated with the places?
10. Give two examples of improper punishment. State why improper.

CURRENT TOPICS

Of the following questions candidates will answer only eight, to each of which twelve and one-half credits will be given.

1. (a) What is the number of the present Congress and when did it convene? (b) Who was chosen Speaker of the House of Representatives?
2. Name two questions discussed by President Cleveland in his annual message.
3. Since transmitting his annual message to Congress the President has transmitted two special messages to Congress. Of what did each of these special messages treat?
4. What is the cause of the Venezuela trouble?
5. (a) By what method has the United States proposed a settlement of this matter? (b) What is the attitude of Great Britain on this proposition?
6. (a) Who was recently appointed Associate Justice of the United States Supreme Court? (b) What position did he hold at the time of his appointment?
7. (a) Who are the Armenians? (b) What is meant by "Armenian outrages?"
8. What European powers are negotiating with the Turkish government in relation to these outrages?
9. What distinguished citizen died in December who had been prominently identified with the public affairs of his State and the Nation?
10. (a) What is the object sought by the Cuban patriots in the present insurrection in that country? (b) What advance have the patriots made?

Friday, January 10, 1896—Second and Third Grades

A. M.

ARITHMETIC

Each of the following questions has 10 credits assigned to it.

1. (a) Write in words a number that will show a correct use of the hyphen. (b) Separate 3014506.8754 into periods, showing use of the comma in notation, and (c) express the number in words.
2. (a) Write three composite numbers that are prime to each other. (b) Write an odd number that is composite, and (c) an even number that is prime. (d) Find the prime factors of 945.
3. The factors of the dividend are 32, 2 1-7, and 7.5, and the factors of the divisor are 16-25, .08, and 22 1-2. Find the quotient by cancellation.
4. (a) $75 - 6 \times 7 + 12 \div 3 + 5 = ?$ (b) $(75 - 6) \times (7 + 12) \div (3 + 5) = ?$
5. Reduce 268 quarts, liquid measure, to bushels. (If the candidate can not recall the tables, let him give the successive steps in the process.)
6. Three men did a piece of work for which they were paid \$54. If one worked 6 hours per day for 11 days, another 9 hours per day for 10 days, and the third 12 hours per day for 5 days, how much should each receive?
7. Find the square root of the third power of 1.6. (Correct to 3 decimal places.)
8. On a note for \$237 and interest at 6 per cent. per annum, made August 15, 1894, a payment of \$120 is indorsed July 11, 1895. Find the amount due January 10, 1896.
9. Find the cost of a bicycle listed at \$100, but purchased at discounts of 30 per cent., 10 per cent. and 5 per cent.
10. How many shares of D. & H. stock can be purchased for \$2,237.75, at 129 3-4, brokerage 1-8 per cent.?

GEOGRAPHY

Each of the following questions has 10 credits assigned to it.

1. Give two causes of the change of seasons.
2. If the earth's axis were inclined 12 degrees to the plane of its orbit, what would be the width in degrees of each of the temperate zones?
3. Locate the following lakes: (a) Champlain, (b) Otsego, (c) Great Salt, (d) Winnipeg, (e) Lake Geneva.
4. Describe the following rivers: (a) Connecticut, (b) Lena, (c) Yukon, (d) Columbia, (e) Euphrates.
5. What waters are connected by the following straits: (a) Mackinaw, (b) Behring, (c) East river.
6. In what State or country and on what water is each of the following cities: (a) Milwaukee, (b) Edinburgh, (c) Algiers, (d) Tokio, (e) Melbourne.
7. Locate the following mountains: (a) Katahdin, (b) Mt. Washington, (c) Mt. Marcy, (d) Pikes Peak, (e) Mt. Hecla.
8. For what is each of the following cities especially noted: (a) Pittsburgh, (b) Liverpool, (c) Venice?
9. Name two natural causes which have contributed to the growth of San Francisco.
10. What four rivers drain the greater part of Africa?

ORTHOGRAPHY

Note.—All the words should be written on one page of the answer papers, properly numbered from one to fifty inclusive. Commissioners should announce to class that words should begin with small letters unless proper names are used.

Each of the following questions has two credits assigned to it.

- | | |
|-------------------|-------------------|
| 1. hospital. | 26. receive. |
| 2. Syracuse. | 27. standard. |
| 3. certain. | 28. physical. |
| 4. amateur. | 29. flannel. |
| 5. unique. | 30. millinery. |
| 6. magazine. | 31. commercial. |
| 7. musical. | 32. permitting. |
| 8. business. | 33. visible. |
| 9. dyspepsia. | 34. fought. |
| 10. perennial. | 35. accidentally. |
| 11. criminal. | 36. apparel. |
| 12. menacing. | 37. committee. |
| 13. acquaintance. | 38. peaceable. |
| 14. injunction. | 39. immense. |
| 15. rheumatism. | 40. restaurant. |
| 16. cabin. | 41. caught. |
| 17. benefited. | 42. inferred. |
| 18. essential. | 43. custodian. |
| 19. dynamite. | 44. channel. |
| 20. appreciate. | 45. Genesee. |
| 21. pitiable. | 46. standard. |
| 22. intersperse. | 47. extension. |
| 23. foreign. | 48. grammar. |
| 24. freight. | 49. franchise. |
| 25. separate. | 50. ceiling. |

P. M.

GRAMMAR

1 It is said that many an unlucky urchin is induced to run away from his
2 family, and betake himself to sea-faring life, from reading the history of
3 Robinson Crusoe; and I suspect that, in like manner, many of those worthy
4 gentlemen who are given to haunt the sides of pastoral streams with angle-
5 rod in hand, may trace the origin of their passion to the seductive pages of
6 honest Izaak Walton.

WASHINGTON IRVING.

The first seven questions refer to the above selection.

In order to secure some degree of uniformity in answer papers, it is recommended that candidates observe the following suggestions:

1. Clauses are principal or subordinate. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.

2. In naming a clause, include only its unmodified subject and unmodified predicate.

3. In giving modifiers, if words, name the parts of speech to which they belong. In like manner state the character of modifying phrases and clauses, as adjective, adverbial, etc.

4. An object of a transitive verb is classed as a modifier of that verb.

5. In parsing a noun or pronoun, observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

6. In giving the syntax of a noun or pronoun, give only the case and the reason for it.

7. Verbs are divided into two classes, viz., transitive and intransitive. A transitive verb may be used in the active or the passive voice.

8. In parsing a verb, observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle, after tense.

Each of the following questions has 10 credits assigned to it.

1. Classify, according to note 1, the following clauses: (a) It is said (line 1); (b) urchin is induced (line 1); (c) I suspect (line 3); (d) many may trace (lines 2-5); (e) who are given (line 4).
2. Give (a) two modifiers of is induced (line 1); and (b) three modifiers of may trace (line 5.)
3. Select (a) an infinitive; (b) a participle.
4. What part of speech is each of the following words: (a) many (line 1); (b) sea-faring (line 2); (c) reading (line 2); (d) that (line 3); (e) their (line 5).
5. Give the syntax of (a) many (line 3); (b) sides (line 4); (c) pages (line 5).
6. Rewrite the portion ending with Robinson Crusoe, changing the verb is induced to the active voice.
7. Select (a) another verb in the passive voice and (b) a verb in the potential mode.
8. Give the four principal parts of any three irregular verbs.
9. Give an example of a noun in apposition with (a) the subject of a finite verb; (b) object of a transitive verb; (c) object of a preposition.
10. Illustrate the use of a verb modified by an objective clause and another verb modified by an adverbial clause.

COMPOSITION

Write a composition on one of the following subjects:

1. The Armenians.
2. The Pleasure of Teaching.
3. Christmas Night.
4. How I Can Make the School-room Attractive.

Credits will be given on the merits of the composition with particular reference to three points.

1. The matter, i. e., the thoughts expressed. (25)
2. The correctness and propriety of the language used. (25)
3. The orthography, punctuation, division into paragraphs, use of capitals, and general appearance. (25)

(For remaining 25 credits see Regulations.)

PHYSIOLOGY AND HYGIENE

Each of the following questions has 10 credits assigned to it.

1. What specific name is applied to that class of joints represented by the articulation of (a) the tibia and femur; (b) the humerus and scapula; (c) the temporal bone and the parotid?
2. (a) Mention two organs whose functional movements are produced by the operation of involuntary muscles. (b) State the necessity of involuntary muscles.
3. (a) Describe the passage of the blood through the capillaries and (b) state the change it undergoes in the capillaries of the lungs.
4. (a) By what process does the nutritive part of the digested food pass out of the alimentary canal into the circulation? (b) Into what circulatory vessels does it immediately flow?
5. Why is it more harmful to stand for several hours behind a bench or counter than to walk for the same length of time?
6. After taking a warm or hot bath, a person should be careful not to expose himself to cold. Explain.
7. (a) Upon what membrane is the olfactory nerve distributed? (b) What coat of the eye is but an expansion of the optic nerve?
8. Why does exercise raise the temperature of the body?
9. Mention three fluids that are mingled with the chyme to convert it into chyle.
10. Why do surgeons, when called upon to perform dangerous operations, often inquire whether the subject is addicted to the use of alcoholic beverages?

Thursday, March 5, 1896—Second and Third Grades.

A. M.

CIVIL GOVERNMENT

Each of the following questions has 10 credits assigned to it.

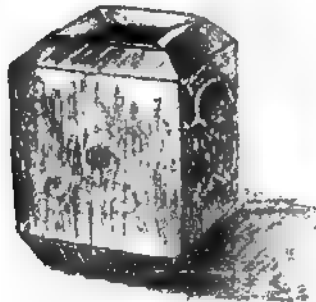
1. Define: (a) enacting clause; (b) caucus; (c) preamble.
2. What are three duties of a county clerk?
3. (a) How does public sentiment in regard to a law affect its enforcement? (b) Give an illustration.
4. What is the duty of one State to another (a) in respect to public acts and records; (b) in respect to the privileges of citizens; (c) in respect to fugitives from justice?
5. What authority decides whether a law of the United States or of any State is in violation of the Constitution?
6. What powers according to the Constitution are reserved to the States?
7. What is meant by free trade?
8. Name in order the first two persons entitled to succeed to the presidency in case of vacancy.
9. Who are citizens, according to the Constitution of the United States?
10. Distinguish between common law and statute law.

DRAWING

Note.—Each of the following questions has 10 credits assigned to it. Use compasses for drawing circles. Take measurements from ruler.

The measure of all work shall be at least one inch.

1. (a) Name the six positive colors of the spectrum. (b) Name the two hues which appear in the spectrum between blue and violet. (c) Name three neutrals.
2. Draw to represent a hollow cylinder, in a vertical position, in front and above the eye. Outside dimensions 2 inches by $1\frac{1}{4}$ inches.
3. (a) What is decorative drawing? (b) Draw to represent a cubical box with top, front and left side in view.
4. Make a working drawing, plan, front elevation and vertical cross section of cracker jar indicated in sketch. Omit dimensions.

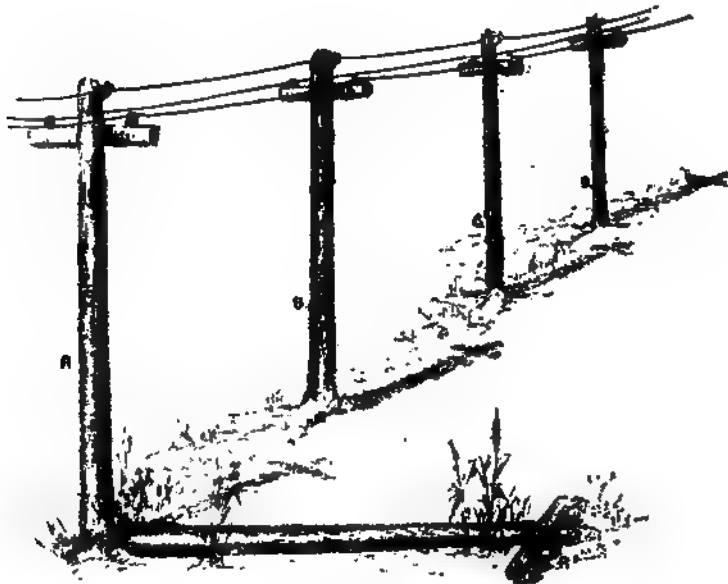


5. (a) What is a pattern? (b) Draw a pattern of a right angled triangular prism. (Dimensions optional.)

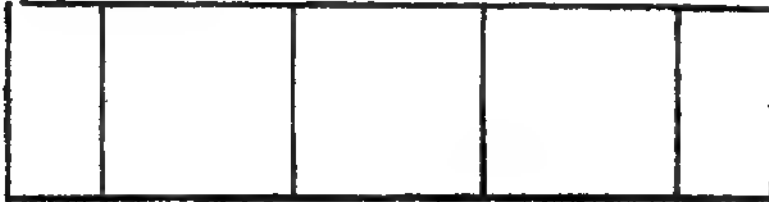
4. Conventionalise the leaf in sketch.



7. Copy sketch given, add three poles of a length equal to A' , to be placed in the same relation to B, C, and D, that A' holds to A. Indicate by dotted lines the manner of measuring the length of the horizontal poles.



8. Designs should always represent on one side whatever is omitted on the opposite side. Using diagram and units given produce a design for an artistic border.



9. What is the difference between a face and a surface?
10. Copy sketch. (Credit for excellence in execution.)



P. M.

AMERICAN HISTORY

Each of the following questions has 10 credits assigned to it.

1. What parts of the United States were explored by the French?
2. (a) What prominent Friend, or Quaker, founded a colony in America? (b) How were the Friends treated in Massachusetts about the middle of the seventeenth century? (c) Mention some respects in which these people differed from the other inhabitants of the colonies.

3. Account for the names (a) James river, (b) Virginia, (c) Baltimore, (d) Georgia.
4. (a) About how long after the close of the French and Indian war did the Revolution break out?
5. (a) What two generals commanded the American army at different times in the campaign against Burgoyne? (b) How was Washington's army employed during that campaign?
6. What were the principal military operations south of the latitude of the city of Washington during the War of 1812?
7. (a) To what man are we chiefly indebted for the Erie canal? (b) For about how many years has the entire canal been navigated?
8. Mason and Dixon's line divided the free State of Pennsylvania from the slave State of Maryland; what was the dividing line between the free and slave States westward to the Mississippi river?
9. What was the general result of the military operations about Richmond in 1861 and 1862, and also of those in Kentucky and Tennessee during the same time? State facts to support the answer.
10. (a) In what year was a world's fair held in Philadelphia? (b) What event did this exposition commemorate? (c) For what reason was it appropriate that this fair should be held in Philadelphia?

METHODS AND SCHOOL ECONOMY

Each of the following questions has 10 credits assigned to it.

1. "The old adage, 'eyes are better than ears,' nowhere holds good with greater force than in learning to spell." Give an argument to prove the truth or fallacy of this statement.
2. When should the teaching of number objectively cease?
3. How may the evil effects of alcoholic stimulants be best taught to young children?
4. Why is the ability to grasp the thought and its relation to other ideas of more importance than the purely elocutionary part of the reading?
5. Give two devices for training pupils to read in proper tones.
6. Give a simple device for illustrating the rotation and revolution of the earth?
7. Grammar includes the science of language and the art of correct expression. (a) At about what age should the study of the science of language begin? (b) Why?
8. Name two characteristics of effective punishment.
9. What is the most effective means of moral training in the school?
10. What advantage arises from the frequent reading by the pupils of working drawings made by others?

CURRENT TOPICS

Of the following questions candidates will answer eight, to each of which twelve and one-half credits will be given.

1. (a) What United States Ambassador recently died, and in what country did he represent this government? (b) Who has been appointed to succeed him?
2. (a) Whom did President Cleveland name members of the Venezuelan Commission? (b) For what purpose was this commission appointed?
3. What changes has Spain recently made in the head of her forces in Cuba?
4. Name one of the two most prominent leaders of the insurgent forces in Cuba?
5. What was the result of the recent government bond issue as to (a) the amount of the bonds for which bids were made, and (b) the price of those sold?
6. What is the scientific discovery of Professor Röntgen known as "X-rays"?
7. What international difficulties have arisen recently in South Africa?
8. Who was recently appointed Poet Laureate of England?
9. (a) Who is Miss Clara Barton? (b) What mission has she recently undertaken which has received the attention of the civilized world?

10. What event has recently directed public attention to the Salvation Army in the United States?
11. What great English artist died recently?

Friday, March 6, 1896—Second and Third Grades

A. M.

ARITHMETIC

Each of the following questions has 10 credits assigned to it.

1. Multiply 17 rd. 3 yd. 2 ft. by 8.
2. Under each of the following classifications of number give examples to illustrate all the kinds of number that enter into the classification: (a) prime and composite; (b) odd and even; (c) integral and fractional; (d) abstract, concrete and denominate; (e) like and unlike.
3. Find the square root of the third power of .6, correct to four decimal places.
4. $\frac{27 + 9 \times 7}{18 \div 3 + 8\frac{1}{2}} - \frac{2.6}{1\frac{1}{2}} = ?$
5. If milk weighs 64 1-2 pounds to the cubic foot, and water 62 1-2 pounds, what per cent. is milk heavier than water?
6. An attorney collected a debt, retained his commission of 5 per cent., and remitted his client \$376.20. How much did he collect?
7. Find the annual income on an investment of \$2,016 in U. S. 4's at 112.
8. Divide 485 into four parts that shall be to each other in the ratios of 3, 4 1-7, 5 1-3 and 6, respectively.
9. Required the amount of \$240 at exact interest, at 5 1-2 per cent. per annum, from January 15, 1896, to March 3, 1896.
10. The discount on a note discounted at a Utica, N. Y., bank, 2 mo. 21 da. before it was due was \$1.89. What was the face of the note?

GEOGRAPHY

Each of the following questions has 10 credits assigned to it.

1. (a) How many great circles extend north and south around the earth? (b) How many extend east and west? (c) Explain your answer.
2. Locate the following cities: (a) Dunkirk, (b) Ogdensburg, (c) Oswego, (d) Kingston, (e) Binghamton.
3. (a) Name two counties of New York bordering on Lake Erie; (b) three bordering on the west bank of the Hudson.
4. Describe the following rivers: (a) Alleghany, (b) Penobscot, (c) Colorado.
5. Locate the following capes: (a) Montauk Point, (b) Land's End, (c) Hatteras.
6. Name and locate the capital of (a) Virginia, (b) Sweden, (c) Venezuela, (d) Portugal, (e) Belgium.
7. By what waters are Norway and Sweden nearly surrounded?
8. (a) Name three chief exports from United States to Europe; (b) three from Europe to the United States.
9. What two countries of South America have no seacoast?
10. Describe the shortest all-water route from New York to Calcutta.

ORTHOGRAPHY

Note.—All the words should be written on one page of the answer paper, properly numbered from one to fifty, inclusive. Commissioners should announce to class that words should begin with small letters unless proper names are used.

Each of the following words has two credits assigned to it.

- | | |
|------------------|-----------------|
| 1. importuning | 26. beguile |
| 2. chamber | 27. glazed |
| 3. unique | 28. agonize |
| 4. proves | 29. barbarous |
| 5. inscription | 30. idly |
| 6. peasant | 31. corps |
| 7. assiduous | 32. perceive |
| 8. spontaneous | 33. ceremony |
| 9. descent | 34. materials |
| 10. chancel | 35. consolidate |
| 11. mouthful | 36. trivial |
| 12. impulse | 37. epidemic |
| 13. dishonest | 38. whistling |
| 14. satisfaction | 39. supersede |
| 15. melancholy | 40. alderman |
| 16. balance | 41. religious |
| 17. George's | 42. equipage |
| 18. seizure | 43. humiliating |
| 19. agricultural | 44. vulgarly |
| 20. various | 45. Venezuela |
| 21. impaired | 46. perpetual |
| 22. exhausted | 47. pompous |
| 23. faltering | 48. embalmed |
| 24. soothe | 49. vigorous |
| 25. maternal | 50. character |

P. M.

GRAMMAR.

1 Thus we see not only that the discipline by which the young child is so
2 successfully taught to regulate its movements, is also the discipline by which
3 the great mass of adults are kept in order, and more or less improved; but
4 that the discipline humanly devised for the worst adults fails when it diver-
5 ges from this divinely ordained discipline, and begins to succeed when it ap-
6 proximates to it.

HERBERT SPENCER.

The first eight questions refer to the above selection.

In order to secure some degree of uniformity in answer papers, it is recommended that candidates observe the following suggestions:

1. Clauses are principal or subordinate. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.
2. In naming a clause, include only its unmodified subject and unmodified predicate.
3. In giving modifiers, if words, name the parts of speech to which they belong. In like manner state the character of modifying phrases and clauses, as adjective, adverbial, etc.
4. An object of a transitive verb is classed as a modifier of that verb.
5. In parsing a noun or pronoun, observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.
6. In giving the syntax of a noun or pronoun, give only the case and the reason for it.
7. Verbs are divided into two classes, viz., transitive and intransitive. A transitive verb may be used in the active or the passive voice.
8. In parsing a verb, observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

Each of the following questions has 10 credits assigned to it.

1. Classify according to note 1, the following clauses: (a) Discipline is discipline (lines 1-2); (b) child is taught (lines 1-2); (c) mass are kept (line 3); (d) discipline falls (line 4); (e) it diverges (lines 4-5).
2. Select two infinitives, and state what each modifies.
3. Select two participles used adjectively.
4. Select (a) a collective noun; (b) an abstract noun. (c) Why is the verb are kept (line 3) in the plural number?
5. What three parts of speech may be used to connect clauses? Give an example of each so used in this selection.
6. (a) In what voice are the verbs in the clause: "By which the great mass of adults are kept in order and more or less improved?" (b) Rewrite this sentence, changing the voice of the verbs.
7. Give (a) three modifiers of mass (line 3); (b) two modifiers of devised (line 4).
8. Give the syntax of (a) discipline (line 2); (b) discipline (line 4); (c) discipline (line 5).
9. Decline the personal pronoun of the third person, neuter.
10. Write a sentence containing (a) an adjective phrase; (b) an adverbial phrase.

COMPOSITION

Write a composition on the following subjects:

1. A Sleigh Ride.
2. Description of a Fire.
3. The Use and Abuse of Examinations.
4. A Review of the Last Book Read.

Credits will be given on the merits of the composition with particular reference to three points.

1. The matter, i. e., the thought expressed.
2. The correctness and propriety of the language used.
3. The orthography, punctuation, division into paragraphs, use of capitals, and general appearance.

PHYSIOLOGY AND HYGIENE

Each of the following questions has 10 credits assigned to it.

1. Define (a) artery; (b) iris; (c) ligament; (d) pleura; (e) pepsin.
2. (a) Name the bone of the thigh and (b) mention the class of joints represented at each of its extremities.
3. Show the necessity for both voluntary and involuntary muscles.
4. Give two reasons why the food should be thoroughly masticated before it is swallowed.
5. What is meant by (a) the pulmonary circulation; (b) the portal circulation; (c) the systematic or greater circulation?
6. Describe the lungs showing their adaptation for the free exchange of gases.
7. (a) What is the normal temperature of the body? (b) By what means is this temperature preserved in the extremes of hot and cold weather?
8. (a) Of what part of the skin are the nails a modification? (b) Give three rules for the proper care of the nails.
9. (a) Give, approximately, the temperature that should be maintained in a well-regulated sitting-room. (b) What excretion from the lungs makes the ventilation of living rooms necessary?
10. What is meant by "chronic alcoholism?"

April 24, 1896—Second and Third Grades

A. M.

CIVIL GOVERNMENT

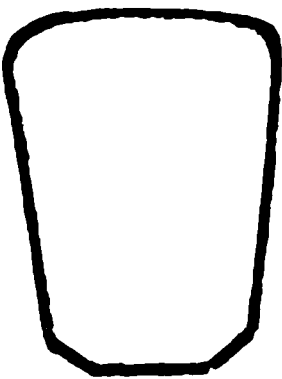
Each of the following questions has 10 credits assigned to it.

- 1. (a) What are taxes? (b) Give an example of an indirect tax.
- 2. (a) What is the duty of the town collector? (b) How is he paid?
- 3. What is meant by (a) majority and (b) plurality in an election?
- 4. (a) Distinguish between a civil and a criminal action. Define (b) suffrage; (c) constitution.
- 5. (a) Are courts of any service to the people who never come before them? (b) Give reason for your answer.
- 6. (a) Distinguish between a pure democracy and government by representation. (b) Would the former be possible in this country? (c) Give reason for your answer.
- 7. What are the various stages through which a bill must pass to become a law in this State.
- 8. What constitutes the electoral college?
- 9. What powers are granted to Congress by the Constitution over (a) postal affairs; (b) money; (c) taxes; (d) the District of Columbia?
- 10. What is meant by protective tariff?

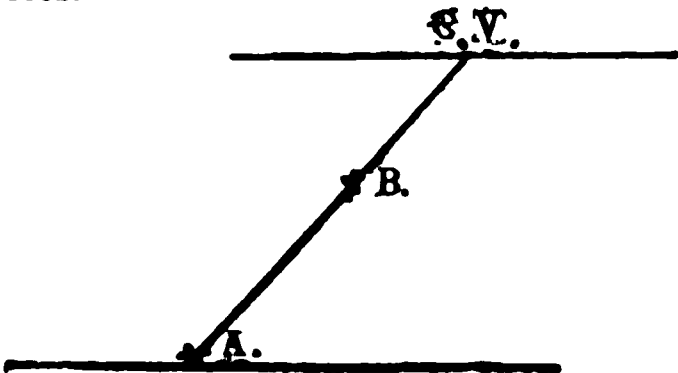
DRAWING

Note.— Each of the following questions has 10 credits assigned to it. Use compasses for drawing circles. Take measurements from ruler.
The measure of all work shall be at least one inch.

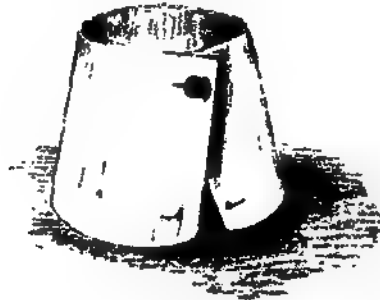
- 1. (a) What name is applied to a regular arrangement of any color with its tints and shades? (b) In the spectrum of 18 colors, name in their order, the colors which appear between blue and red-violet.
- 2. 1. State for what purpose each of the lines
2. _____
3. _____
4. — — — — — 1, 2, 3 and 4 is used in a "working drawing."
- 3. Copy outline given and finish to represent a glass half filled with water.



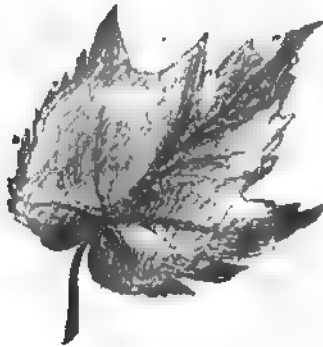
- 4. Sketch (a) a cube; (b) modify to represent a four-legged stool.
- 5. Draw a diagram representing the scope of vision, centre of vision, and the eye level in their respective positions.
- 6. A and B are the perspective positions of two poles. The pole at A will be represented 2 inches high. The pole at B is the same height as that at A. Draw to represent the two poles.



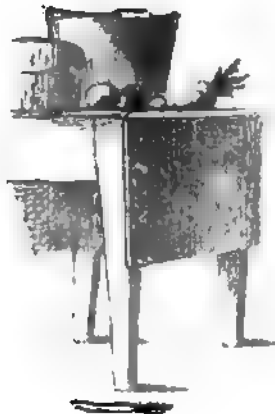
7. Draw a longitudinal cross section of a common pen holder.
8. Draw a pattern of the cuff indicated in the sketch. Diameter, 3-4 inches; height, 1 inch.



9. Conventionalize the leaf here indicated and produce a bilateral unit.



10. Copy sketch given.



P. M.

AMERICAN HISTORY

Each of the following questions has 10 credits assigned to it.

1. What is the date of (a) the discovery of America, (b) the settlement of Jamestown, (c) the breaking out of the French and Indian war, (d) the breaking out of the Revolution?
2. For what were the following persons famous in the early history of Virginia: Sir Walter Raleigh, Powhatan, Sir William Berkeley, Nathaniel Bacon? Select for answer any three of the four mentioned names.
3. (a) What nation colonized Georgia? (b) What nation then held the neighboring colony of Florida?
4. Why was the Niagara river an important point in the French and Indian war?
5. (a) What was the Boston Port Bill? (b) By whom and for what purpose was it passed?
6. Describe the route by which the army of Burgoyne reached the battle-fields of Saratoga.
7. (a) What was the object of the embargo laid in Jefferson's administration? (b) What was its effect on our commerce?
8. (a) What was the subject of dispute which led to the war between this country and Mexico? (b) Why were the people of the south generally in favor of waging that war?
9. Give an account of a naval engagement of the Civil war, other than that of the Monitor and Merrimac.
10. What disaster has in the last twenty-five years visited (a) Chicago, (b) Charleston, South Carolina, and (c) Johnstown, Pennsylvania?

METHODS AND SCHOOL ECONOMY

Each of the following questions has 10 credits assigned to it.

1. Name three conditions that should receive attention in caring for the physical welfare of the pupil.
2. What should be the chief purpose of discipline as regards the school?
3. Name two special advantages of written spelling.
4. Name two purposes of arithmetical study.
5. Should a person who uses tobacco be employed to teach school? Give a reason for your answer.
6. When should the teacher begin to train the pupil in the art of correct expression?
7. Mention two facts of geography that can be best taught by the use of a globe.
8. What special preparation should the teacher make for the reading lesson?
9. How should correct pronunciation be taught?
10. Suggest a method for developing the pattern of a cube.

CURRENT TOPICS

Of the following questions candidates will answer only eight, to each of which twelve and one-half credits will be given.

1. What important excise law has been enacted by the present Legislature?
2. Name three important provisions of this measure.
3. What was the cause of the recent trouble in the Kentucky State Legislature?
4. What action has Congress taken on the Cuban question?
5. (a) Name four men prominently considered in connection with the presidential nomination for the coming election; (b) the State of which each is a resident; (c) the political party of which each is a member.

6. What was the result of the meeting of the Italian and Abyssinian troops at Adowa about March 1, last?
7. What distinguished soldier of a foreign country recently visited this country?
8. What is the "Greater New York Bill?"
9. Why were American consulates in many parts of Spain recently attacked by mobs of students and other citizens of Spain?
10. The one hundredth birthday of what distinguished educator will occur May 4th, next?
11. When will Arbor Day occur?
12. What ancient games have recently been revived in Greece in which several American colleges were represented?

April 25, 1896—Second and Third Grades

A. M.

ARITHMETIC

Each of the following questions has 10 credits assigned to it.

1. Divide 141 rd. 1 yd. 2 ft. 6 in. by 8.
2. (a) Express 7-8 per cent. in the form of a common fraction and in the form of a decimal.
(b) Express in words 209-404, 600.0002.
3. Find the square root of .000071, correct to four places.
4. The factors of the dividend are 18 1-2, 15, 24 3-4 and 7 1-2, while those of the divisor are 17 3-5, 8 2-9 and 19 4-5. Find the quotient by cancellation.
5. A hardware merchant sold two stoves for \$30 each, gaining 20 per cent. on one and losing 14 2-7 per cent. on the other. How much did the stoves cost him?
6. A stock of goods valued at \$18,500 is insured for 3-5 of its value, at 1 3-5 per cent. Find the premium.
7. Find the net proceeds of a sale of 50 shares of United States Express stock at 38, brokerage 1-8 per cent.
8. If the interest on \$100 for 3 yr. 4 mo., at 6 per cent. per annum, is \$20, for how long must \$350 remain at interest at 4 1-2 per cent. per annum to produce \$42? (Solve by proportion.)
9. A buggy listed at \$125, 30 and 8 off, is sold on 90 days' time, 5 per cent. discount for cash. Find the cash price of the buggy.
10. Find the cost of 24 planks 16 feet long, 14 inches wide and 2 1-4 inches thick, at \$23.50 per M, board measure.

GEOGRAPHY

Each of the following questions has 10 credits assigned to it.

1. If the temperate zones were 50 degrees in width, what would be the inclination in degrees of the earth's axis?
2. Locate the four chief cities of Canada.
3. Locate by counties the following villages of New York: (a) Richfield Springs, (b) Saratoga Springs, (c) Canandaigua, (d) Plattsburgh, (e) Malone. Select for answer any three of the five mentioned places.
4. Name four rivers of New York rising in the Adirondack mountains, and tell into what water each flows.
5. (a) What river between South Carolina and Georgia; (b) between Washington and Oregon; (c) between Arizona and Nevada?
6. (a) Locate Chile. (b) Describe its sea-coast. (c) Name two chief productions.
7. Where and what is each of the following: (a) Trinidad, (b) Tokio, (c) Dardanelles, (d) Stockholm, (e) Halifax?

8. (a) Name the four countries of Africa bordering on the Mediterranean sea. (b) Name a chief city of each.
9. (a) What country of Europe is noted for its low elevation? (b) What bay indents its coast? (c) What is its metropolis?
10. Name three things which chiefly affect the climate of a country.

ORTHOGRAPHY

Note.—All the words should be written on one page of the answer paper, properly numbered from one to fifty, inclusive. Commissioners should announce to class that words should begin with small letters unless proper names are used.

Each of the following words has two credits assigned to it.

- | | |
|----------------|-------------------|
| 1. trophies | 26. precipitation |
| 2. occasion | 27. bicycle |
| 3. Druids | 28. merely |
| 4. novels | 29. horror |
| 5. beaux | 30. attorney |
| 6. anecdote | 31. embarrassment |
| 7. criticised | 32. rival |
| 8. reproaches | 33. ambition |
| 9. relieved | 34. fashionable |
| 10. sciences | 35. apprehension |
| 11. engagement | 36. favor |
| 12. cronies | 37. maintenance |
| 13. conscience | 38. parties |
| 14. jingling | 39. apothecary |
| 15. honest | 40. having |
| 16. mottled | 41. civil |
| 17. seized | 42. neither |
| 18. daughter | 43. veteran |
| 19. consummate | 44. distracted |
| 20. policy | 45. mistletoe |
| 21. liquor | 46. excellence |
| 22. solitary | 47. Champlain |
| 23. dismal | 48. colors |
| 24. flaunting | 49. quadrille |
| 25. nerves | 50. precisely |

P. M.

GRAMMAR

- 1 One who has never taught learns little from visiting another's school, in
2 comparison with him who there sees his own errors in a new light, and
3 finds methods and devices for which he has sought in vain, and which he
4 may put to a wiser use in increasing his own efficiency and worth.

GEORGE HOWLAND.

The first seven questions refer to the above selection.

In order to secure some degree of uniformity in answer papers, it is recommended that candidates observe the following suggestions:

1. Clauses are principal or subordinate. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.
2. In naming a clause, include only its unmodified subject and unmodified predicate.

3. In giving modifiers, if words, name the parts of speech to which they belong. In like manner state the character of modifying phrases and clauses, as adjective, adverbial, etc.

4. An object of a transitive verb is classed as a modifier of that verb.

5. In parsing a noun or pronoun, observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

6. In giving the syntax of a noun or pronoun, give only the case and the reason for it.

7. Verbs are divided into two classes, viz., transitive and intransitive. A transitive verb may be used in the active or the passive voice.

8. In parsing a verb, observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

Each of the following questions has 10 credits assigned to it.

1. Classify the following clauses according to note 1: (a) One learns (line 1); (b) Who has taught (line 1); (c) Who sees (line 2); (d) He has sought (line 3); (e) He may put (lines 3 and 4).
2. Give (a) two modifiers of learns (line 1); (b) two modifiers of has sought (line 3).
3. (a) Select two participles. (b) Give the syntax of each.
4. Select all the adjectives, indicating such as are (a) pronominal adjectives (adjective pronouns), and (b) in the comparative degree.
5. Parse who (line 1).
6. Give the syntax of (a) one (line 1); (b) another's (line 1); (c) worth (line 4).
7. Select a verb (a) in the potential mode, present tense; (b) indicative present (c) indicative perfect.
8. Decline the personal pronoun of the second person.
9. Write a sentence containing a clause used as attribute (predicate noun).
10. (a) Write a sentence having *than* immediately followed by a personal pronoun. (b) Give the syntax of the pronoun.

COMPOSITION

Write a composition on one of the following subjects:

- The Lakes of New York.
- Summer Schools.
- An Experience in a Storm.
- The Modern Newspaper.

Credits will be given on the merits of the composition with particular reference to three points.

1. The matter, i. e., the thought expressed.
2. The correctness and propriety of the language used.
3. The orthography, punctuation, division into paragraphs, use of capitals, and general appearance.

PHYSIOLOGY AND HYGIENE

Each of the following questions has 10 credits assigned to it.

1. How do the bones of a person differ, in respect to composition and flexibility, in childhood, middle life, and old age?
2. The muscles attached to the skeleton, generally have attachments to more than one bone. Explain the necessity for this and illustrate by referring to the biceps muscle.
3. Compare the skin with the mucous membrane with respect to (a) secretions; (b) location.

4. What is separated from the blood by (a) the liver; (b) the lachrymal glands; (c) the kidneys.
5. If breathing were suspended for one or two minutes what would be the effect upon the blood in the lungs?
6. (a) Into what large vein do the absorbent blood vessels of the stomach and intestines unite? (b) What artery leads from the left ventricle of the heart?
7. (a) Why should one refrain from eating food or drinking fluid that has been left exposed in a room where a person is suffering from a contagious or infectious disease? (b) State a simple means of disinfecting a room where a contagious disease has prevailed.
8. (a) Mention two digestive fluids which act upon the food in the alimentary canal before it passes the pylorus. (b) What food elements does each of these fluids respectively digest?
9. Give three rules referring to the proper care of the teeth.
10. (a) For what two purposes is opium commonly administered by physicians? (b) Mention two of the harmful effects produced by its continued use.

June 4, 1896—Second and Third Grades

A. M.

CIVIL GOVERNMENT

Each of the following questions has 10 credits assigned to it.

1. What provision does the Constitution make for admitting new States?
2. Name two chief duties of the treasury department of the United States.
3. What provision does the Constitution make by which the right of suffrage is secured to freedmen?
4. The Constitution declares that all bills for raising revenue must originate in the House of Representatives. Give reason for this provision.
5. (a) What body in this State has the power of impeachment? (b) What constitutes the court for trial of impeachments?
6. What does the Constitution of the United States declare in regard to bail, fines and punishment?
7. State two duties of constables.
8. (a) What is a court of original jurisdiction? (b) What is an appellate court?
9. (a) Distinguish between a direct and an indirect tax. (b) Give an example of each.
10. (a) How are petit jurors selected; (b) how often; (c) what are their duties?

DRAWING

Note.— Each of the following questions has 10 credits assigned to it. Use compasses for drawing circles. Take measurements from ruler.

The measure of all work shall be at least one inch.

1. (a) Explain how a tint of yellow-green is produced; (b) In the spectrum of 18 colors name all colors in their proper order.
2. (a) Draw three concentric circles having diameters of 1 inch, 2 inches and 3 inches, respectively; (b) In the smallest circle illustrate the following terms, diameter, radius and quadrant.

3. Copy outline given and finish to represent an old board gate, the boards to be in a vertical position, with cleats to hold same in position.

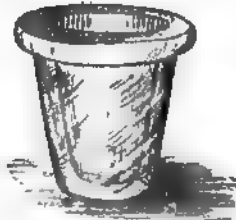


4. Sketch (a) a cylinder; (b) modify to represent a quart cup.
5. In perspective what is the relative position of the line of direction and the line representing the eye level?

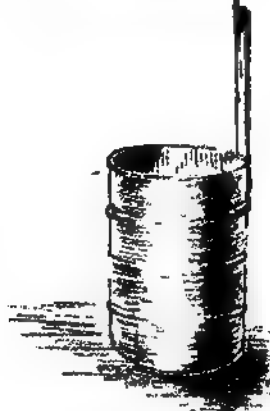
4. (a) Copy or trace sketch and find the vanishing points on the eye-level. (b) Introduce rungs and back strips to complete the picture of the chair.



7. Draw a vertical cross section of the glass ink-well indicated in the sketch.



8. Draw a pattern of object represented in sketch. Diameter of base three-quarter inches; height of cup one inch, length of handle four inches.



9. Conventionalize leaf given.



10. Copy sketch.



P. M.

AMERICAN HISTORY

Each of the following questions has 10 credits assigned to it.

1. Explain the origin of the names (a) Mound Builders, (b) Indians, (c) Northmen.
2. (a) With what other colony was South Carolina for a time joined in government?
(b) What nation attempted the settlement of that colony about a hundred years before the settlement by the English?
3. (a) In what part of Delaware was its first settlement made? (b) To what colony was it joined in government in the latter part of its colonial history?
4. Specify the territory of North America which the French claimed at the outbreak of the French and Indian war.
5. At the close of the colonial period what was the most populous seaport (a) at the north; (b) at the south?
6. Mention an important battle of the Revolution fought in (a) Pennsylvania; (b) New Jersey.
7. Mention a national office that Jefferson had held previous to his election to the Presidency.
8. (a) In which of our wars was much of the fighting done on and about the Great Lakes? (b) On which lake was the decisive naval battle fought?

9. (a) Name three States that have been admitted to the Union since 1876; and (b) state where the United States obtained the territory from which any one of these States has been formed.
10. For what are the following persons specially noted in American history: (a) Peter Stuyvesant, (b) Elias Howe, (c) George Bancroft, (d) Wendell Phillips? Select for answer any three of the four mentioned names.

METHODS AND SCHOOL ECONOMY

Each of the following questions has 10 credits assigned to it.

1. Why is addition of so much importance?
2. What do you consider the best method for teaching children to read? Give briefly reasons for your answer.
3. Name two modes of conducting written exercises in spelling, and state an advantage of each.
4. What illustrations would you present to a class to show the injurious effects of cigarette smoking?
5. (a) At what stage of school work should the pupil be required to express thought in writing? (b) What should be the character of the first work of this kind?
6. What evil results may follow the use of a great variety of objects in teaching number?
7. In teaching current topics what objections are there to dwelling upon casualties and crimes?
8. A member of the grammar class says: "I know who he sees." By what questions would you lead him to see his error?
9. Give two devices for securing punctuality.
10. What is the advantage of teaching working drawings to beginners from type forms rather than from ordinary manufactured objects?

CURRENT TOPICS

Of the following questions candidates will answer eight, to each of which twelve and one-half credits will be given.

1. Name two important educational meetings to be held in this State between this date and July 15, 1896.
2. Name two important State officers to be elected in this State at the next general election.
3. What are the two national issues to be made prominent in the next presidential campaign?
4. What important event recently occurred at Moscow?
5. What ruler of a foreign country was assassinated May 1, 1896?
6. Baron Maurice de Hirsch, of Bavaria, died recently. State briefly what gave him an international reputation.
7. Name a bishop recently elected by the general conference of the Methodist Episcopal Church.
8. Who is Cecil Rhodes, and what has recently directed public attention to him?
9. What action did President Cleveland recently take on the National Civil Service?
10. Mention two topics discussed by the State Superintendent of Public Instruction in his recent annual report.

June 5, 1896—Second and Third Grades

A. M.

ARITHMETIC

Each of the following questions has 10 credits assigned to it.

1. Reduce to integers of lower denominations (a) 3-7 miles, (b) .064375 A.
2. Write in words a number containing six units of the fifth integral order, eight of the fourth, five of the second, one of the first, four of the third decimal order, and five of the fifth.

3. Required the base of a right-angled triangle whose hypotenuse is $16\frac{1}{4}$ feet and perpendicular $9\frac{3}{4}$ feet.
4. $\frac{1}{2}44 - 14 \times 2 + (16 + 5) \div 7 \left\{ \times 12 - 8 \times \frac{1}{3} = ? \right.$
5. How many pounds of flour will be required to make 1,000 pounds of bread, if the bread weigh 30 per cent. more than the flour used?
6. If an agent receives \$1,092 to buy pork, how many pounds at $6\frac{1}{2}$ cents a pound can he buy and retain his commission of 5 per cent. for buying?
7. How much must be invested in U. S. 5's at $113\frac{1}{2}$ to secure an annual income of \$175?
8. If 5 men in $12\frac{1}{4}$ days consume $36\frac{3}{4}$ pounds of bread, in how many days will 11 men consume 22 pounds? State and solve by proportion.
9. Find the proceeds of a note for \$292.73 discounted at bank, for 35 days, at 6 per cent. per annum, exact interest method.
10. How many square feet of lumber are required for 76 rods of strip board fence, the four strips being 7 inches, 6 inches, 5 inches and 4 inches wide, respectively?

GEOGRAPHY

Each of the following questions has 10 credits assigned to it.

1. (a) Do degrees of latitude vary in length? (b) Do degrees of longitude? (c) Explain your answers.
2. What chief natural causes have contributed to the growth (a) of New York city; (b) of Buffalo?
3. Name and locate the capitals of the following: (a) Spain, (b) Japan, (c) Brazil, (d) Washington, (e) West Virginia.
4. (a) Name three rivers of New York which flow into Lake Ontario; (b) two which flow into the St. Lawrence.
5. Locate the following cities and tell for what each is noted: (a) Paterson, (b) Trenton, (c) St. Louis, (d) New Orleans, (e) Cologne.
6. Define (a) peninsula, (b) geyser, (c) strait, (d) glacier, (e) delta.
7. For what is each of the following noted: (a) Vesuvius, (b) St. Helena, (c) Hawaiian Islands?
8. What waters are connected by the following straits: (a) Hudson, (b) Gibraltar, (c) Dover, (d) Messina, (e) Magellan?
9. (a) Name four large rivers which rise in the Alps, and (b) describe two of them.
10. Mention three divisions of the subject of geography and the province of each.

ORTHOGRAPHY

Note.—All the words should be written on one page of the answer paper, properly numbered from one to fifty, inclusive. Commissioners should announce to class that words should begin with small letters unless proper names are used.

Each of the following words has two credits assigned to it.

- | | |
|------------------|---------------|
| 1. tolling. | 14. daunted |
| 2. squire. | 15. apertures |
| 3. achievements. | 16. antique |
| 4. musical | 17. tranquil |
| 5. amateur. | 18. issued |
| 6. rejoicing | 19. pastor. |
| 7. hounds. | 20. sleek. |
| 8. curious. | 21. filbert |
| 9. liable. | 22. skirts |
| 10. accident | 23. Bible. |
| 11. capricious | 24. buckles. |
| 12. parsonage | 25. enormous |
| 13. coeval | 26. estate. |

- | | |
|-------------------|-----------------|
| 27. complete. | 39. ostrich. |
| 28. scarcely | 40. warrior |
| 29. indefatigable | 41. ancient |
| 30. oblivion | 42. nothing |
| 31. symmetrical | 43. pretty |
| 32. merely | 44. crystallize |
| 33. index. | 45. loiter. |
| 34. secrete. | 46. anthem |
| 35. reflected | 47. musician. |
| 36. inquiry | 48. relieve |
| 37. tenacious. | 49. flurried |
| 38. obliged. | 50. spectacles |

P. M.

GRAMMAR

1 Some ran to the boat to recover their arms; two dis-
 2 charged their muskets at random; while others, with
 3 more self-possession, held their loaded guns, ready to
 4 shoot any Indian who should approach, and urged their
 5 companions not to fire without deliberate aim. For some
 6 moments the conflict raged — the Indians being very
 7 cautious not to expose themselves, and the Pilgrims send-
 8 ing their bullets with unerring aim, wherever they could
 9 catch sight of the foe.

JOHN S. C. ABBOTT.

The first eight questions refer to the above selection.

In order to secure some degree of uniformity in answer papers, it is recommended that candidates observe the following suggestions:

1. Clauses are principal and subordinate. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.
2. In naming a clause, include only its unmodified subject and unmodified predicate.
3. In giving modifiers, if words, name the parts of speech to which they belong. In like manner state the character of modifying phrases and clauses, as adjective, adverbial, etc.
4. An object of a transitive verb is classed as a modifier of that verb.
5. In parsing a noun or pronoun, observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.
6. In giving the syntax of a noun or pronoun, give only the case and the reason for it.
7. Verbs are divided into two classes, viz., transitive and intransitive. A transitive verb may be used in the active or the passive voice.
8. In parsing a verb, observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

Each of the following questions has 10 credits assigned to it.

1. Classify, according to note 1, the following clauses: (a) "Two discharged" (lines 1-2); (b) "others held" (lines 2-3); (c) "Who should approach" (line 4); (d) "Conflict raged" (line 6); (e) "They could catch" (lines 8-9).
2. Give two modifiers each of (a) "discharged" (line 1); (b) "to expose" (line 7).
3. Select two infinitives each modifying an adjective.
4. Select (a) two present participles; (b) one perfect participle, all used adjectively.
5. (a) Select two adjective pronouns. (b) Select another word belonging to the same class, but here used only as an adjective.

6. Select (a) a relative pronoun; (b) a simple personal pronoun; (c) a compound personal pronoun.
7. Give the syntax of (a) "arms" (line 1); (b) "others" (line 2); (c) "Pilgrims" (line 7); (d) "their" (line 8).
8. Select (a) two adjectives in the positive degree; (b) one in the comparative degree.
9. Give the four principal parts of two irregular verbs — naming the parts.
10. Write a sentence whose subject is a clause.

COMPOSITION

Write a composition on one of the following subjects:

Summer Resorts.

Good Roads.

A Day's Experience as a School Teacher.

A Model School Library.

Credits will be given on the merits of the composition with particular reference to three points.

1. The matter, i. e., the thought expressed.
2. The correctness and propriety of the language used.
3. The orthography, punctuation, division into paragraphs, use of capitals, and general appearance.

PHYSIOLOGY AND HYGIENE

Each of the following questions has 10 credits assigned to it.

1. Name and locate the three long bones of the arm.
2. (a) What means has nature provided for arresting the flow of blood from wounds? (b) What artificial means are employed?
3. The statement is often made that the arteries contain arterial blood and the veins venous blood. Give the exceptions to this general statement.
4. Mention four of the large vital organs whose freedom of action is diminished by the pressure imposed by tight lacing.
5. (a) By what means is the food prevented from entering the trachea? (b) How is the blood prevented from flowing backward in the veins? (c) How is the food propelled onward in the alimentary canal?
6. Give an example illustrating the proper use of the terms: (a) excretion; (b) secretion; (c) assimilation.
7. Mention two injurious effects liable to result from wearing high heeled shoes.
8. What point of similarity exists between the kidneys and the skin in respect to functions?
9. Why is it important to rub the skin briskly after a cold bath?
10. In many countries and states laws have been enacted forbidding the furnishing of tobacco to boys under 16 or 18 years of age. Explain the wisdom of this age limit.

Thursday, January 16, 1896—Training Class

A. M.

CIVIL GOVERNMENT

Each of the following questions has 10 credits assigned to it.

1. Mention the necessary qualifications, and the mode of election of a member of the House of Representatives.
2. (a) What constitutes treason against the United States? (b) What evidence is necessary to prove treason?
3. Mention one method prescribed by the Constitution of the United States for its own amendment.
4. Distinguish between an indictment and a conviction.

5. (a) Should an owner of property who has no children be obliged to pay a school tax? (b) Give reason for your answer.
6. (a) What is indirect taxation? (b) Illustrate.
7. It is not considered good policy for a government to tax its own bonds. Why is this so?
8. Mention two methods of raising revenue for the federal government.
9. (a) What is an *ex post facto* law? (b) Why does the Constitution forbid such laws?
10. Mention two powers which the Constitution gives to either house in case less than a majority is present.

DRAWING

Each of the following questions has 10 credits assigned to it.

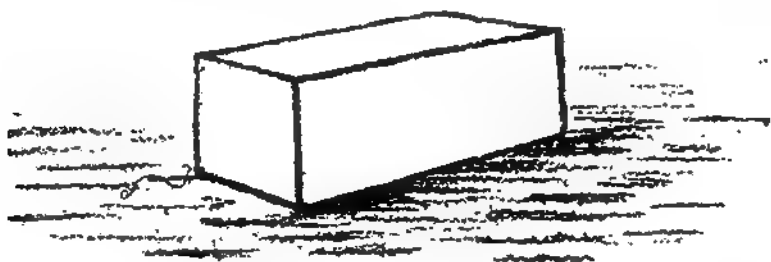
All geometric work, such as working-drawings, patterns, conventionalizations, and designs must be accurate and drawn with the aid of tools.

Sketching and shading should be done with a soft pencil on drawing paper.

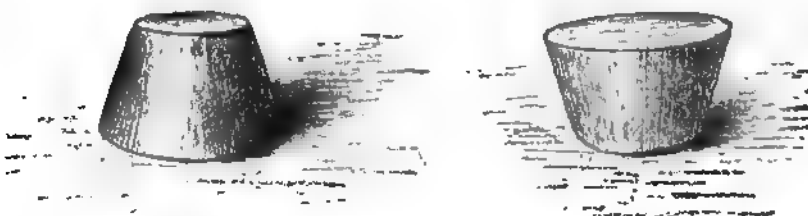
Leave all perspective proofs in pictorial work.

The measure of all work shall be at least one inch.

1. (a) How are the intermediate hues of the spectrum produced? (b) Name two hues in the spectrum between yellow and green. (c) What term is applied to a color which has been modified by white? (d) What term is applied to a color which has been modified by black?
2. (a) Copy outline and name the solid suggested. (b) Modify copy to represent a fruit basket, and add some fruit lying beside the basket.



3. (a) What name is given to a polygon of three equal sides? Of five equal sides? Of six equal sides? (b) What is the altitude of a cone? (c) Explain how to bisect a line.
4. (a) Draw plan and elevation of the frustum of a cone in the position indicated in the sketch, and connect to show relation of parts. (b) Draw plan and elevation of the frustum reversed, as in the sketch, and connect to show relation of parts.

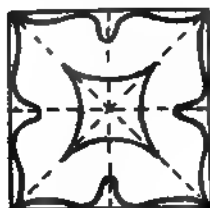


5. Draw the pattern of the frustum represented in question No. 4.

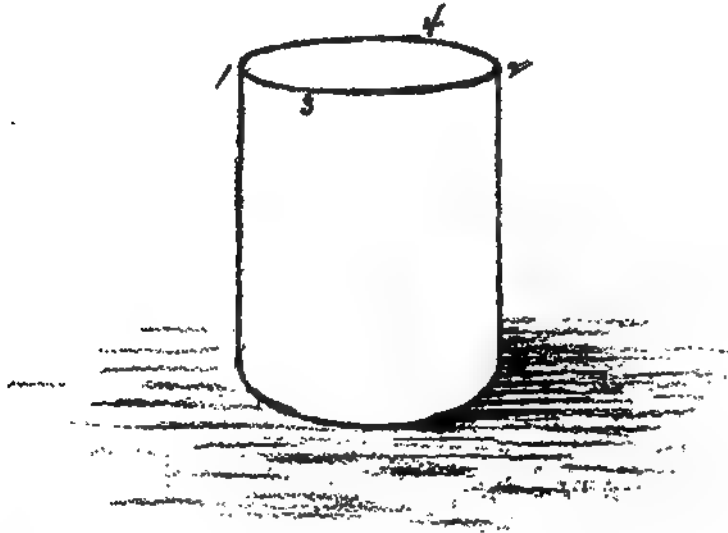
6. Copy the sketch and conventionalize one blossom.



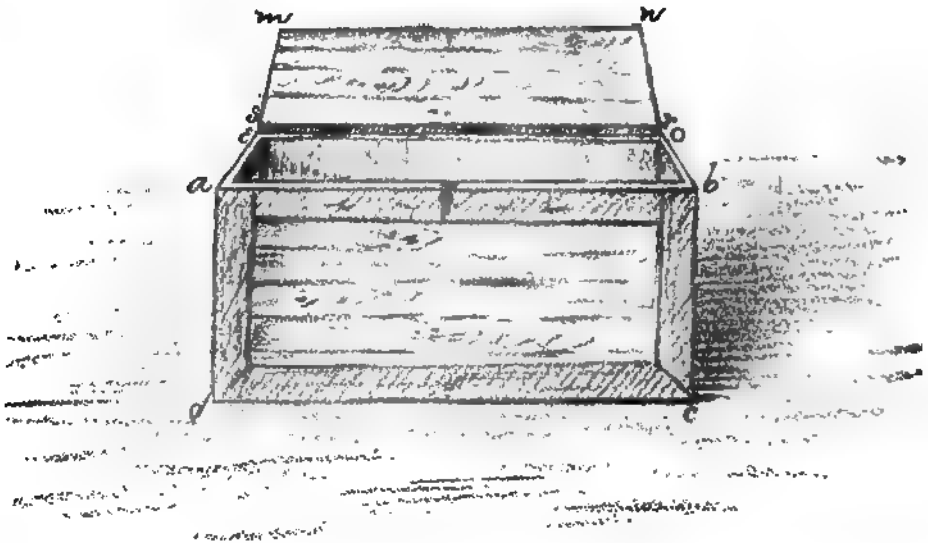
7. Use the given unit in a border to illustrate alternation of position.



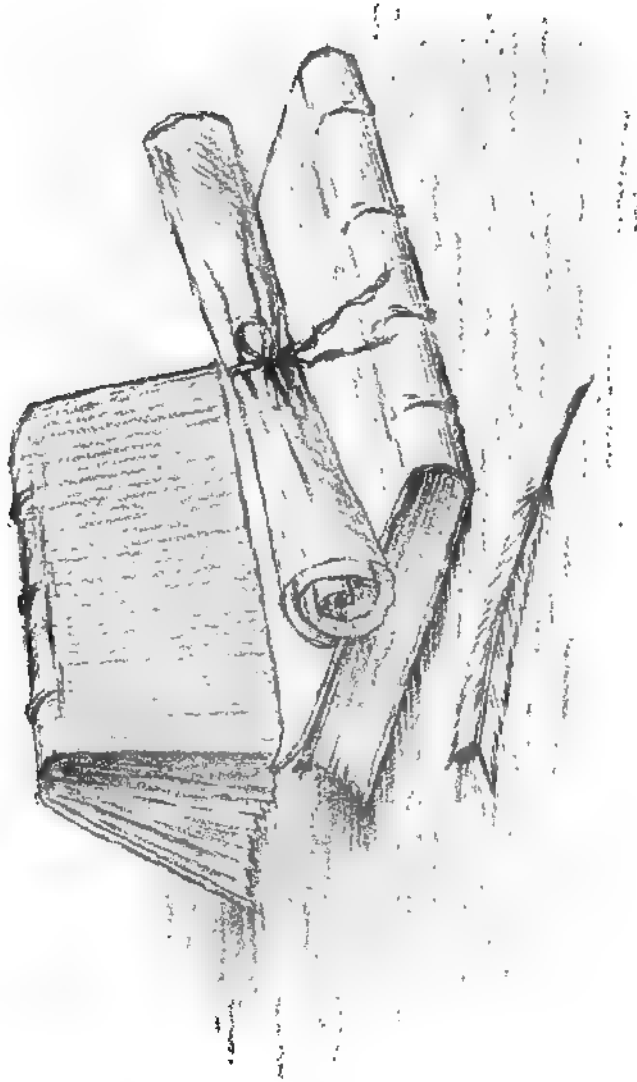
2. (a) Modify the outline of the cylinder to represent a tin pail, attaching handle to the pail at 1 and 2, in an upright position. (b) Show by a dotted line how the handle would appear if attached at 3 and 4.



3. (a) What is foreshortening? (b) Name each line and surface which appears foreshortened in the accompanying sketch.



10. Copy sketch.



ART OF QUESTIONING

Each of the following questions has 10 credits assigned to it.

1. Name two ends to be attained by proper questioning.
2. Name two fundamental characteristics of proper questions.
3. What does an answer ending with the rising inflection indicate?
4. State an objection to questioning pupils in rotation.
5. Give an example of an alternative question, and state why it should not be used to test a pupil's knowledge.

6. Give an example of a leading question.
7. Under what conditions are concert recitation advantageous?
8. State an objection to concert recitation.
9. Name two classes of improper test questions.
10. A teacher wishing to bring out the fact that General Grant wrote his memoirs, asks:
 "What did General Grant do after he was President?" (a) Why is the question objectionable? (b) Suggest some proper question to obtain the required answer.

P. M.

AMERICAN HISTORY

Each of the following questions has 10 credits assigned to it.

1. Did the Puritans come to America in order to establish a colony in which all citizens should enjoy religious liberty? Give a reason for the answer.
2. (a) Mention a colony which was under a proprietor at the time of the Revolution, and (b) name the original proprietor.
3. Mention instances in colonial history which show that the murderous attacks of the Indians did not occur when they were fairly treated.
4. In 1776 the British army failed to reach Philadelphia from New York by marching through New Jersey. Describe briefly the route by which that army reached Philadelphia in 1777.
5. Make an outline map of the United States and indicate territory bought of France in 1803.
6. What international difficulty was brought about by the annexation of Texas?
7. (a) What was John Brown's object in seizing Harper's Ferry? (b) What circumstance made that place favorable to his purpose?
8. The declared policy of the government at the opening of the civil war was, 1st, to take Richmond; 2d, to establish a recognized blockade of the southern ports; 3d, to secure possession of the Mississippi river. In what order were these results effected?
9. (a) How many years has the Constitution of the United States been in force? (b) About how long has New York been a State?
10. Among the important acts of congressional legislation during the last decade are the interstate commerce act, the lottery law and the international copyright act. Explain the import of any one of these acts.

CURRENT TOPICS

Each of the following questions has 10 credits assigned to it.

1. (a) What is the number of the present Congress and when did it convene? (b) Who was chosen Speaker of the House of Representatives?
2. Name two questions discussed by President Cleveland in his annual message.
3. Since transmitting his annual message to Congress the President has transmitted two special messages to Congress. Of what did each of these special messages treat?
4. What is the cause of the Venezuelan trouble?
5. (a) By what method has the United States proposed a settlement of this matter? (b) What is the attitude of Great Britain on this proposition?
6. (a) Who was recently appointed Associate Justice of the United States Supreme Court? (b) What position did he hold at the time of his appointment?
7. (a) Who are the Armenians? (b) What is meant by "Armenian outrages?"
8. What European powers are negotiating with the Turkish government in relation to these outrages?
9. What distinguished citizen died in December who had been prominently identified with the public affairs of his State and the Nation?
10. (a) What is the object sought by the Cuban patriots in the present insurrection in that country? (b) What advance have the patriots made?

METHODS AND SCHOOL ECONOMY

Each of the following questions has 5 credits assigned to it.

1. Mention two results to be obtained from teaching primary reading.
2. State how pupils may be led to read in an ordinary, conversational tone.
3. State an objection to encouraging pupils to follow the reading, for the purpose of detecting and reporting verbal mistakes.
4. State an objection to the use of a school history as a reading book.
5. State an objection to judging the pupil's proficiency in arithmetic by written solutions brought to the class.
6. Illustrate in two ways the division of one fraction by another.
7. Illustrate two methods of finding the least common multiple of 108 and 72.
8. Some pupils who reason well fail to do good work in the solution of problems.
(a) What is the cause? (b) What is a remedy?
9. Name an advantage that accrues from recitations in which the pupil is required to give the several steps in the solution of problems instead of performing the operation.
10. If the moulding-board be used by the pupil, what should be the purpose of its use?
11. Why should drill follow the development of an idea?
12. Give two devices to aid habitually bad spellers.
13. What work in history may be done previous to the study of a text-book in United States History?
14. State a plan for teaching current topics.
15. The faculty of the mind commonly used in the study of geography is memory; what other faculties should be cultivated?
16. Should the pupil first study from maps, or should he be required to make maps of localities within his field of vision? Give reason for your answer.
17. How would you develop the idea of a pattern?
18. In connection with what subject of study should children be taught color? Why?
19. How would you explain why the earth appears flat to the observer?
20. Multiply 348 by 123. Explain why the first figure of each partial product is placed under the figure used as the multiplier.

Friday, January 17, 1896—Training Class

A. M.

ARITHMETIC

Each of the following questions has 10 credits assigned to it.

1. Write (a) in Arabic notation, five hundred and thirty-seven eight-hundredths; (b) in words, 65-701 and 201-136.
2. Illustrate three methods of finding the greatest common divisor of 72, 108, and 234.
3. Divide (a) three ten-millionths by five hundred-thousandths; (b) $\frac{4}{3}$ by $\frac{47}{3071}$.
4. A fruit peddler sold 41 oranges at 5 cents each, and 68 lemons at 4 cents each, after which he invested one-third of his receipts from sales in bananas. Required the amount paid for bananas. Using the required signs of operation, arrange the numbers in the form of an equation to satisfy the conditions of the problem.
5. Express 5-16 per cent. as (a) a decimal; (b) a common fraction in its lowest terms.
6. Find the altitude of a right-angled triangle whose hypotenuse is 366 feet and base is 360 feet.
7. A bought a 2-7 interest in a coasting vessel, and sold 2-3 of his interest to B, who afterward sold 3-4 of his interest to C for \$2,116. Find the value of the vessel at the rate paid by C.
8. The principal is \$930, the interest is \$115.32, and the rate is 6 per cent. per annum. Find the time.
9. A note for \$500 and interest was given at Buffalo, N. Y., for one year, and after having run seven months was discounted at a Buffalo bank. Find the proceeds.

10. The interest on a certain sum for 1 yr., at 6 per cent., is \$30. Find the interest on the same sum for 4 mo. 3 da., at 5 per cent. per annum. (Solve by proportion.)

GEOGRAPHY

Each of the following questions has 10 credits assigned to it.

1. Name each zone and give its width in degrees.
2. What is meant (a) by the latitude of a place; (b) by the longitude?
3. What counties of New York border on Lake Ontario?
4. Give the shortest all-water route from Liverpool to Constantinople.
5. Mention the chief seaport of (a) Rhode Island; (b) Maryland; (c) Texas; (d) Argentine Republic; (e) Scotland.
6. What States border on the east bank of the Mississippi?
7. Locate the following islands: (a) New Guinea; (b) Orkney; (c) Balearic.
8. (a) To what government does Cuba belong? (b) Name four chief exports of Cuba.
9. Name two natural causes which have contributed to the prosperity of Great Britain.
10. (a) Name two advantages of a coast line with deep indentations. (b) Name some grand division in illustration.

HISTORY OF EDUCATION

Each of the following questions has 10 credits assigned to it.

1. (a) Name one Greek and one Roman educator. (b) State some idea concerning education for which each was noted.
2. Name two distinguished teachers of the 16th century, and give a characteristic of each.
3. State some way in which the cause of education has been furthered by each of the following: Martin Luther, Thomas Arnold, Horace Mann, David Page.
4. (a) About what time were the Jesuit schools established? (b) State two characteristics that made their educational work effective.
5. Name an educational work of each of the following men: Comenius, Locke, Spencer.
6. What is the title of Rousseau's great educational work? Describe briefly the early training of the principal character therein.
7. What are the principal features of kindergarten education? What great educator is regarded as the founder of this system?
8. Give the leading facts in the life of Pestalozzi.
9. What is the oldest college in the State of New York? In what year was it founded? What was its original name? Where is it located?
10. In what year were the public schools of the State of New York made free? Name four important measures that have since been adopted to promote education in this State.

ORTHOGRAPHY

Note.—All the words should be written on one page of the answer paper, properly numbered from one to fifty, inclusive. Commissioners should announce to class that words should begin with small letters unless proper names are used.

Each of the following has two credits assigned to it.

- | | |
|-----------------|----------------|
| 1. comparative | 10. statue |
| 2. marriageable | 11. terminal |
| 3. palisade | 12. massacre |
| 4. defiance | 13. seize |
| 5. Harriet | 14. material |
| 6. summary | 15. supersede |
| 7. unconscious | 16. enthusiast |
| 8. paralysis | 17. weird |
| 9. mortgage | 18. beauty |

- | | |
|-------------------|------------------|
| 19. cemetery | 35. intercede |
| 20. unprecedented | 36. pharmacy |
| 21. compelled | 37. defendant |
| 22. mucilage | 38. materialize |
| 23. pernicious | 39. advisable |
| 24. allege | 40. physician |
| 25. curtain | 41. tournament |
| 26. burglar | 42. carbonaceous |
| 27. immortal | 43. diseased |
| 28. deceit | 44. inducing |
| 29. fanatic | 45. exercises |
| 30. singeing | 46. privilege |
| 31. millinery | 47. lens |
| 32. beginning | 48. voluntary |
| 33. arraigned | 49. perspiration |
| 34. comptroller | 50. capillary |

P. M.

GRAMMAR

1 Cortes, while he urged his own sovereign's commands as a reason for
2 disregarding the wishes of Montezuma, uttered expressions of the most
3 profound respect for the Aztec prince, and declared that if he had not the
4 means of requiting his munificence, as he could wish, at present, he trusted
5 to repay him, at some future day, with good works.

W. H. PRESCOTT.

The first seven questions refer to the above selection.

In order to secure some degree of uniformity in answer papers, it is recommended that candidates observe the following suggestions:

1. Clauses are principal or subordinate. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.
2. In naming a clause, include only its unmodified subject and unmodified predicate.
3. In giving modifiers, if words, name the parts of speech to which they belong. In like manner state the character of modifying phrases and clauses, as adjective, adverbial, etc.
4. An object of a transitive verb is classed as a modifier of that verb.
5. In parsing a noun or pronoun, observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.
6. In giving the syntax of a noun or pronoun, give only the case and the reason for it.
7. Verbs are divided into two classes, viz., transitive and intransitive. A transitive verb may be used in the active or the passive voice.
8. In parsing a verb, observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

Each of the following questions has 10 credits assigned to it.

1. Classify the following clauses according to note 1: (a) Cortes uttered (lines 1-2); (b) he urged (line 1); (c) he had (line 3); (d) he could wish (line 4); (e) he trusted (line 4).
2. (a) Of what is Cortes (line 1) the subject? (b) Give three modifiers of requiting (line 4).
3. State what each of the following phrases modifies: (a) for prince (line 3); (b) at day (line 5); (c) with works (line 5).
4. What part of speech is each of the following words? (a) while (line 1); (b) own (line 1); (c) most (line 2); (d) that (line 3); (e) as (line 4).

5. Select (a) an infinitive; (b) a participle.
6. Select a verb in (a) the potential mode; (b) the subjunctive mode; (c) the indicative mode.
7. Give syntax of (a) sovereign's (line 1); (b) munificence (line 4); (c) wishes (line 2).
8. Give the synopsis (third person, singular) of the verb give, in all the tenses of the indicative mode, naming the several tenses.
9. Illustrate the use of a noun used (a) as the subject of a finite verb; (b) as nominative, independent (absolute); (c) as attribute (predicate noun).
10. Write a sentence having at least two subordinate clauses, and state what each subordinate clause modifies.

COMPOSITION

Write a composition on one of the following subjects:

1. Daily Papers.
2. Patriotism.
3. Advantages of Country Life.

Credits will be given on the merits of the composition with particular reference to three points.

1. The matter, i. e., the thoughts expressed.
2. The correctness and propriety of the language used.
3. The orthography, punctuation, division into paragraphs, use of capitals and general appearance.

PHYSIOLOGY AND HYGIENE

Each of the following questions has 10 credits assigned to it.

1. State how nature provides for the protection of (a) the heart; (b) the eye; (c) the arteries.
2. Describe the biceps muscle as to (a) its structure; (b) its means of attachment to the bones; (c) its mode of operation.
3. Describe the crystalline lens as to (a) its position relative to other parts of the eye; (b) its form. (c) State its function.
4. What means is provided for keeping (a) the skin soft; (b) the eyes moist; (c) the joints lubricated?
5. Show how tight lacing interferes with the proper oxygenation of the blood.
6. Why are out-door sports generally more healthful than gymnastic exercises in-doors?
7. Classify the following food substances as nitrogenous or carbonaceous (non-nitrogenous): fibrin, sugar, casein, fat, starch, albumen.
8. When the kidneys are diseased so that their power of excretion is partially destroyed, why do physicians seek to relieve the system by inducing active perspiration?
9. What is the function of (a) the pulmonary artery; (b) the portal vein?
10. What harmful effects are frequently produced upon the heart by the excessive use of tobacco?

June 10, 1896—Training Class

A. M.

HISTORY OF EDUCATION

1. Characterize briefly (in a general way) the education of the Israelites (Jews), the Greek (Athenians), and the Romans.
2. For what is each of the following persons specially noted as educators: (a) Euclid; (b) Grube; (c) Quintilian; (d) Arnold; (e) Charlemagne.
3. Sketch the life of (a) Friedrich Froebel; (b) Horace Mann.
4. State the chief characteristics of the Renaissance. About what time did it occur?
5. Select any five of following names and give the title of an important educational work of which each was the author: Comenius, Pestalozzi, Quick, Plato, Quintilian, Spencer, Locke, Fenelon.

6. Make a brief statement showing the general character of education during the middle ages.
7. With what important act in connection with the public schools of New York is the name of (a) Governor George Clinton connected; (b) Superintendent Andrew S. Draper? About what time did each occur?
8. State three principles of education enunciated by Pestalozzi.
9. Name a prominent educator of the sixteenth century, of the seventeenth century, and of the eighteenth century.
10. (a) Where and about what time was the first normal school in the State established? (b) Who was its first principal and of what educational work was he the author? (c) Locate five other normal schools. (d) Name and locate four colleges of the State.

SCHOOL MANAGEMENT AND SCHOOL LAW

Each of the following questions has six and two-thirds credits assigned to it.

1. What remedy has the teacher in case the parent insists on disturbing the work of the school?
2. Name two causes for which a district may forfeit all or part of its public money.
3. Name the legal holidays in this State. State the provision of school law with regard to keeping school on holidays.
4. State with regard to the Superintendent of Public Instruction (a) the mode of election and term of office; (b) three of his chief duties.
5. In a district having three trustees, when can two of them legally do business?
6. Does the compulsory attendance law deprive the teacher or trustee of the power of suspension? Explain your answer.
7. Name the different kinds of teachers' licenses.
8. Where does the authority of the teacher over pupils begin and end?
9. State an advantage of an ungraded school over a graded one.
10. State an advantage of a graded school over an ungraded one.
11. Should the opening for removing air be at the top or at the bottom of the room? Give a reason for your answer.
12. What should be the chief purpose of school discipline as regards the individual?
13. State an objection to school entertainments and exhibitions.
14. State an advantage of school entertainments and exhibitions.
15. Which should be the more important purpose of school punishment, to reform the wrong-doer, or to deter others from wrong-doing? Give a reason for your answer.

P. M.

ART OF QUESTIONING

Each of the following questions has 10 credits assigned to it.

1. Give an objection to stating the question after naming the pupil who is expected to answer.
2. When are direct questions permissible?
3. Should the teacher ever appear to disagree with a correct statement or answer of the pupil? Give a reason for your answer.
4. Mention two important principles underlying the art of questioning.
5. State an advantage of asking questions in form unlike those of the text-book.
6. State two objections to requiring the pupils to answer invariably in complete sentences.
7. Why should not children be asked questions to which the teacher has no reasonable right to expect an answer?
8. State objections to the following question: "What do you think of the Civil war?"
9. "Is there any one here who can tell me in what direction one must look to see the sun come up above the horizon?" Why is this an improper question? Put it in proper form.
10. Give an example of an ambiguous question.

AMERICAN HISTORY

Each of the following questions has 10 credits assigned to it.

1. Did the Indians of North America depend for food upon the flesh of domesticated animals? Give facts in support of the answer.
2. Give an account of the explorations of La Salle.
3. (a) In what part of Connecticut were the first English settlements made? (b) What people had established a military post previously in that territory?
4. The colonies were taxed in 1765 in order to raise money to pay certain debts. What was the origin of these debts?
5. What special service was rendered the cause of the Revolution by each of the following persons: Benjamin Franklin, Robert Morris, George Rogers Clark, Baron Steuben? Select for answer any two of the four mentioned names.
6. How did the territory bought of France in 1803 compare in area with the entire territory of the United States previous to the purchase?
7. What concession was made to the anti-slavery interests by the Missouri compromise?
8. (a) Who was elected President in 1864? (b) What was the issue of the presidential campaign?
9. The surrender of what general virtually brought to a close (a) the Revolution, (b) the Civil war?
10. Locate in the first, second, third or fourth quarter of the present century each of the following events: (a) The building of the first railroad in this State; (b) the completion of the first railroad to the Pacific coast; (c) the building of the Erie canal; (d) the building of the Brooklyn bridge.

ORTHOGRAPHY

Note.—All the words should be written on one page of the answer paper, properly numbered from one to fifty, inclusive. Commissioners should announce to class that words should begin with small letters unless proper names are used.

- | | |
|---------------------|-------------------|
| 1. perceiving | 26. Tuesday |
| 2. seemed | 27. acquitted |
| 3. preceding | 28. chapel |
| 4. identity | 29. decorum |
| 5. choir. | 30. voices |
| 6. carol | 31. gratified |
| 7. beautiful | 32. particularly |
| 8. lose | 33. grateful |
| 9. seraphs | 34. stanza |
| 10. gallery | 35. glistening. |
| 11. triumph. | 36. exaltation |
| 12. old-fashioned | 37. hearth |
| 13. hospitality | 38. service |
| 14. conspired. | 39. serenity |
| 15. sloping. | 40. prevalent |
| 16. chimneys | 41. effeminacy |
| 17. relief | 42. chiefly |
| 18. extremely | 43. phraseology |
| 19. precipitated | 44. formal |
| 20. vapor | 45. terraces |
| 21. crystallization | 46. midst |
| 22. robin. | 47. spaniel |
| 23. piping | 48. establishment |
| 24. querulous | 49. moulded |
| 25. foliage | 50. balustrade |

June 11, 1896—Training Class

A. M.

CIVIL GOVERNMENT

Each of the following questions has 10 credits assigned to it.

1. What are three chief duties of the Governor of this State?
2. How is the constitutionality of any law determined?
3. What provision did the Federal Constitution make for its own ratification?
4. The Constitution declares that members of Congress shall, in certain cases, be exempt from arrest. Give reason for this provision.
5. Name five political divisions in which you live.
6. (a) How can a disagreement between two States be settled? (b) For what purpose is the Court of Claims?
7. What determines the number of electors to which a State is entitled in a presidential election?
8. (a) What is the basis of representation in the Senate of the United States; (b) in the House of Representatives?
9. What are the duties of a coroner?
10. Ordinarily a bill, having passed both houses, becomes a law, if the Governor neglects to sign it within 10 days. What exception is there to this rule?

DRAWING

Each of the following questions has 10 credits assigned to it.

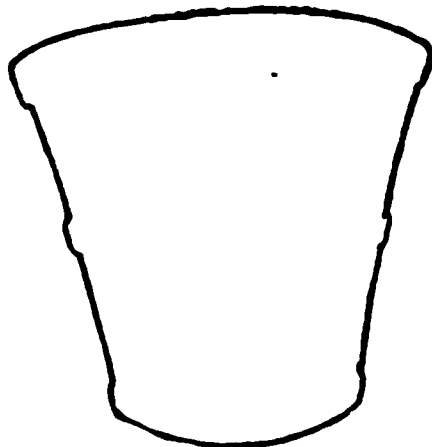
All geometric work, such as working-drawings, patterns, conventionalizations, and designs, must be accurate and drawn with the aid of tools.

Sketching and shading should be done with a soft pencil on drawing paper.

Leave all perspective proofs in pictorial work.

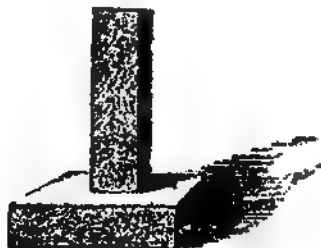
The measure of all work shall be at least one inch.

1. (a) If two tints of orange are combined in decoration, what name is applied to the harmony produced? (b) Suggest two other combinations which would produce the same harmony.
2. (a) Inscribe a regular hexagon in a circle, the diameter of which is 2 inches. (b) In the same circle inscribe an equilateral triangle.
3. Copy the outline and finish to represent a peach basket.

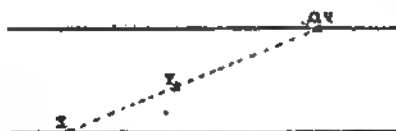


4. What is the difference, as to the vanishing points, in parallel and in angular perspective?

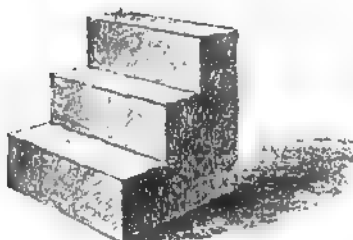
3. (a) Copy the sketch and find the center of vision and the eye level. (b) Draw to represent a square plinth, of the same size as the base, resting upon the square prism, and directly above the base.



4. X and Y are the perspective positions of two trees. The tree at X will be represented $2\frac{1}{2}$ inches high. The tree at Y is the same height as that at X. Draw to represent the trees.



7. Draw the plan, and the front and side elevations of a horseblock of three steps. See sketch. Connect to show relation of parts.



8. Draw a pattern of the hat represented in the sketch.



9. Conventionalize the blossom represented in the sketch.



10. (a) Trace the sketch under question 7 and find the vanishing points and the eye level to prove the perspective. (b) Add dotted lines to indicate the outline of the type solid of which the object is a modification.

P. M.

METHODS

Each of the following questions has 5 credits assigned to it.

1. In the lower grades, which should receive first attention, physiology or hygiene? Why?
2. State the special advantage of teaching young children to talk freely about objects in which they are interested.
3. State the special advantage of requiring pupils to construct sentences illustrating the principles of grammar.
4. How is good language acquired?
5. How can it be shown that the veins are near the surface and that the arteries are deeper under the flesh?
6. Name four points to which special care should be given in all written work.
7. Outline a language lesson based on the comparison of objects.
8. Give the chief reason why grammar often proves such an uninteresting and unprofitable subject in school work.
9. State an objection to giving a class examples of false syntax for correction.
10. State an advantage of having pupils correct examples of false syntax.
11. Give a reason why a person who is addicted to the use of alcoholic drink should not be employed to teach school.
12. State two essential requirements that should be observed in oral spelling.
13. In the spelling recitation, should the teacher pronounce a word more than once? Give a reason for your answer.
14. Mention two ways in which spelling can be taught outside of the spelling class.
15. State an argument in favor of vertical writing.
16. State an objection to vertical writing.
17. Mention two ways of teaching the coatings of the eye objectively.
18. State an argument in favor of dissecting animals and parts of animals before a class in physiology.
19. State an objection to dissecting animals and parts of animals before a class in physiology.
20. Specify five drawings in physiology that the pupil may be required to make with especial profit.

GEOGRAPHY

Each of the following questions has 10 credits assigned to it.

1. (a) What two motions has the earth? (b) What is the result of each of these motions?
2. (a) In what three respects does New York excel any other State of the Union? (b) Name in order the five largest cities of New York.
3. (a) What are the three chief mineral products of Pennsylvania? (b) What is the leading manufacturing industry of Pittsburg?
4. (a) What two natural causes have contributed to the growth of Chicago; (b) of San Francisco?
5. Trace the shortest navigable water route from Montreal to Albany.
6. (a) What are the three chief rivers of South America? (b) What three countries of South America are crossed by the equator?
7. Locate the following mountains, (a) Ural, (b) Caucasus, (c) Apennines, (d) Pyrenees, (e) Hecla.
8. Locate, and tell to what waters the following seas are tributary: (a) Marmora, (b) White, (c) Okhotsk.
9. Name three great railroad routes between New York city and Buffalo.
10. For what are the following cities especially noted: (a) Minneapolis, (b) Fall River, (c) Schenectady?

CURRENT TOPICS

Each of the following questions has 10 credits assigned to it.

1. (a) What is the "Raines Law?" (b) Name three of its important provisions.
2. A measure was before the late Legislature known as the "Greater New York Bill." (a) Explain what this measure is. (b) Did it become a law?
3. (a) What scientific discovery has been made by Professor Röntgen? (b) Explain what you understand it to be.
4. Mention three important subjects discussed by the State Superintendent of Public Instruction in his recent annual report.
5. State briefly the facts relating to the recent calamity that befell the city of St. Louis, Mo.
6. Upon what issues will the next presidential campaign probably be determined?
7. Name three important educational meetings to be held in this State within the next four weeks.
8. What important event recently occurred at Moscow?
9. (a) With what organization is Miss Clara Barton associated? (b) On what mission is she now engaged?
10. (a) Name one of the two most prominent leaders of the insurgent forces in Cuba. (b) Who is in command of the forces of Spain?

June 12, 1896—Training Class

A. M.

ARITHMETIC

Each of the following questions has 10 credits assigned to it.

1. Reduce 1 bbl. ($31\frac{1}{2}$ gallons) to bushels, or state the several successive steps in the operation.
2. Express (a) .00075 as per cent.; (b) 5-7 per cent as a common fraction; (c) 127-302 in words.
3. Indicate the processes necessary to the solution of the following problem: A farmer sold a grocer 70 bushels of potatoes at 18 cents, and 8 barrels of flour at \$4.25, receiving in payment \$40 in cash and the balance in sugar at $5\frac{1}{2}$ cents a pound. How much sugar did he receive?

4. At 22 cents a square yard, how much will be the cost of plastering the walls and ceiling of a room 16 feet by 14 feet, and 9 ft. 6 in. high, if 1-10 be allowed for openings?
5. A bookseller buys a bill of books amounting to \$120 at 40 per cent. below list price, and sells them 16 per cent. below list price. What per cent. does he gain on the investment?
6. A stockman paid \$47.25 premium on 84 head of horses, the rate being $1\frac{1}{4}$ per cent. How much was the average insurance per head?
7. A speculator sold 130 shares of Michigan Central R. R. stock at 94 $\frac{1}{8}$, and invested the proceeds in Harlem R. R. stock at 234 $\frac{7}{8}$, paying brokerage $\frac{1}{8}$ per cent. both for selling and buying. How many shares of the latter stock did he buy?
8. Reduce the couplet $\frac{3}{4} : \frac{1}{2}$ to the integral form in its lowest terms.
9. A retail dealer buys goods at discounts of 20 per cent., 8 per cent., and 5 per cent., and sells them at list price. Find his gain per cent. on his investment.
10. Make and solve a problem in which the principal, interest and time (6 mo. 12 da.) are given to find the rate per annum.

PHYSIOLOGY AND HYGIENE

Each of the following questions has 10 credits assigned to it.

1. (a) Locate and describe the cornea. (b) State the function of the iris.
2. What separates (a) the abdominal cavity from the thoracic cavity; (b) the outer from the middle ear; (c) the pharynx from the larynx during the act of swallowing?
3. Mention four organs or classes of organs which perform their functions in time of sleep as well as in time of waking.
4. When a person has taken cold why is it important to put the skin, especially, in the most normal and healthful condition possible?
5. What change takes place in the composition and color of the blood as it passes from the left ventricle to the right auricle of the heart?
6. Mention three classes of food substances from which lime is derived for the formation of bone.
7. (a) Locate the kidneys, and (b) state why they are properly called filters.
8. Show that each of the following sometimes serves as a means of protection: (a) the olfactory nerve; (b) the gustatory nerve; (c) pain.
9. (a) What membrane covers the tongue? (b) When the tongue is "coated" what may often be correctly inferred as to the condition of other parts of the alimentary canal?
10. In many States of the Union, there are laws forbidding the furnishing of tobacco to boys. Explain the necessity for these laws.

P. M.

GRAMMAR

1 Indeed, it occurs to me that enough has been shown to establish the
 2 proposition that we are indebted to the republic in the Netherlands, rather
 3 than the kingdom of Great Britain, for the first and essential principles of
 4 the free school system, and that the first importation came by way of the
 5 narrows at Sandy Hook, rather than over Cape Cod.

ANDREW S. DRAPER.

The first seven questions refer to the above selection.

In order to secure some degree of uniformity in answer papers, it is recommended that candidates observe the following suggestions:

1. Clauses are principal and subordinate. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.
2. In naming a clause, include only its unmodified subject and unmodified predicate.

3. In giving modifiers, if words, name the parts of speech to which they belong. In like manner state the character of modifying phrases and clauses, as adjective, adverbial, etc.

4. An object of a transitive verb is classed as a modifier of that verb.

5. In parsing a noun or pronoun, observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

6. In giving the syntax of a noun or pronoun, give only the case and the reason for it.

7. Verbs are divided into two classes, viz., transitive and intransitive. A transitive verb may be used in the active or the passive voice.

8. In parsing a verb, observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

1. State what each subordinate clause modifies.

2. What part of speech is each of the following? (a) Indeed (line 1); (b) enough (line 1); (c) rather (line 2); (d) than (line 3); (e) that (line 4).

3. What does each of the following phrases modify? (a) in Netherlands (line 2); (b) for principles (line 3); (c) by way (line 4); (d) at Sandy Hook (line 5); (e) over Cape Cod (line 5).

4. (a) Select an example of each tense found in the above selection, naming the tenses. (b) Select a passive voice.

5. (a) Select an infinitive. (b) State what office it performs in the sentence.

6. Give the syntax of (a) proposition (line 2); (b) kingdom (line 3); (c) Cape Cod (line 5).

7. Write a sentence containing a participle used as the object of a preposition, the participle taking an object.

8. (a) In what three ways are adjectives compared? (b) Illustrate.

9. Write a sentence containing a verb used (a) transitively; (b) the same verb used intransitively. Give an example of a verb (c) in the passive voice; (d) in the progressive form.

10. Give the syntax of italicised words in the following sentence: James G. Blaine, the (a) *statesman*, was a (b) *representative* in Congress many (c) *years*.

COMPOSITION

Write a composition on one of the following subjects:

"The Rivers of New York."

"Home-made Apparatus for Schools."

"An Experience in the City (or Country)."

"A Teacher's Library."

Credits will be given on the merits of the composition with particular reference to three points:

1. The matter, i. e., the thoughts expressed.
2. The correctness and propriety of the language used.
3. The orthography, punctuation, division into paragraphs, use of capitals, and general appearance.

METHODS

Each of the following questions has 5 credits assigned to it.

Candidates who failed to receive the required standing in Methods in January must write papers on this subject.

1. Of what practical use to the teacher is the art of drawing?
2. Give a device for fixing the time of historical events in the mind.
3. State an advantage in teaching school district and town offices before the offices of county and State are taught.
4. Name two modes of conducting an exercise in oral spelling.
5. Outline a method for teaching a fractional number objectively.

6. Describe two devices for teaching rapid addition.
7. In written work in arithmetic, what should the teacher require besides accuracy?
8. What is the distinguishing feature of the Grubé method?
9. Which should be taught first, the climate or the productions of a country? Give a reason for your answer.
10. What is a good way to fix the prominent physical features of a country in the child's mind?
11. By what simple illustration may the axis and the poles of the earth be taught?
12. What wrong impression of the axis and the poles of the earth are children liable to form from objective illustrations?
13. A knowledge of current events can be made of especial use in what two subjects?
14. Name three other subjects in which a knowledge of drawing is especially useful.
15. The reading lesson deals with the thought, its expression, and mechanical defects. In what order should these points receive attention?
16. Should the teacher, as a rule, allow a pupil to stop to spell a word in a reading lesson? Give reason for answer.
17. How may interest in the spelling exercise be maintained?
18. Name the faculties of the mind especially cultivated by spelling.
19. In spelling a word should a pupil be allowed a second trial? Give a reason for your answer.
20. Give some method which may be used in teaching the subject of working drawing which will enable students to determine as to the placing of the various projections, i. e., the plan and front and side elevations.

June 10, 1896—Kindergarten Examination

A. M.

1. Mention three symbols in the picture, "Play with the Limbs," give the truth which each symbolizes.
2. What truth in this play teaches one to direct children's activity? Give an example of its practical application.

3.

"A deeper feeling underlies
 Each little play the mother tries.
 Thus, in the 'Falling, falling!' game,
 The mind conceives a higher aim;
 Thy child shall gain the strength and skill
 To conquer many a coming ill,—
 Shall many a threat'ning fall avoid,
 When tripping by his mother's side."

What is the truth contained in this motto? State your reasons for your answer.

4. How should this truth be applied to the training of the will?
5. How does a study of the "Weather-Vane" help you (a) in answering children's questions? (b) In developing the spiritual nature?
6. Illustrate the Law of Unity by means of the play "All's Gone."
7. How is the Law of Unity illustrated (a) in the order of sequence of the gifts? (b) By the relation between the gifts and occupations?
8. How does a child's readiness for the third gift manifest itself?
9. Give four rules that must always be kept in mind when using the building gifts with the children.
10. Fold one sequence from your "school of paper folding."
 (Use the squares furnished with these questions, number each one of the sequence distinctly, seal them carefully in the envelope, and subscribe the face of the envelope exactly as you do your set of answers.)

11. Specify the color combinations which you would allow children to use.
12. How does music effect the three-fold development of the child?
13. Compare kindergarten games with the unguided games of children as to (a) the games themselves; (b) their effect upon the child.
14. Give the requisites of a typical kindergarten story.
15. Of what advantage to a kindergarten is a program?
16. Write a brief program for one day.
17. What would you do if a child refused to play with the material distributed at his table?
18. What do you consider some of the chief benefits to yourself of your kindergarten training?

March 5, 1896—Special Drawing Examination

A. M.

Note.—All persons desiring to take the special drawing examination must supply themselves with a drawing board, T-squares, triangles, compasses, hard and soft pencils, drawing paper of good quality, and tracing paper for use in design.

COLOR

1. (a) Name in order the spectrum of 18 colors as used in elementary color study, beginning with violet-red. (b) Which of the six positive spectrum colors are classed as warm colors? (c) Suggest an appropriate use of the warm colors in decoration. (d) What are complementary colors? Name the color complementary to each of the six positive colors. (e) Give a definite plan for presenting a first lesson in color to a class which has had no previous color instruction.
2. (a) What is meant by harmony in color? (b) What is produced by combining in decoration green-yellow, yellow-green, and green. (c) When the warm colors are placed upon a black background, what is the effect upon each of the colors separately? And also what is the effect upon the background? (d) What harmony (combination of color) should be used in an apartment poorly lighted by natural light? (e) Taking color in nature as a basis, state how this may be applied to the study of color harmonies in the school-room.

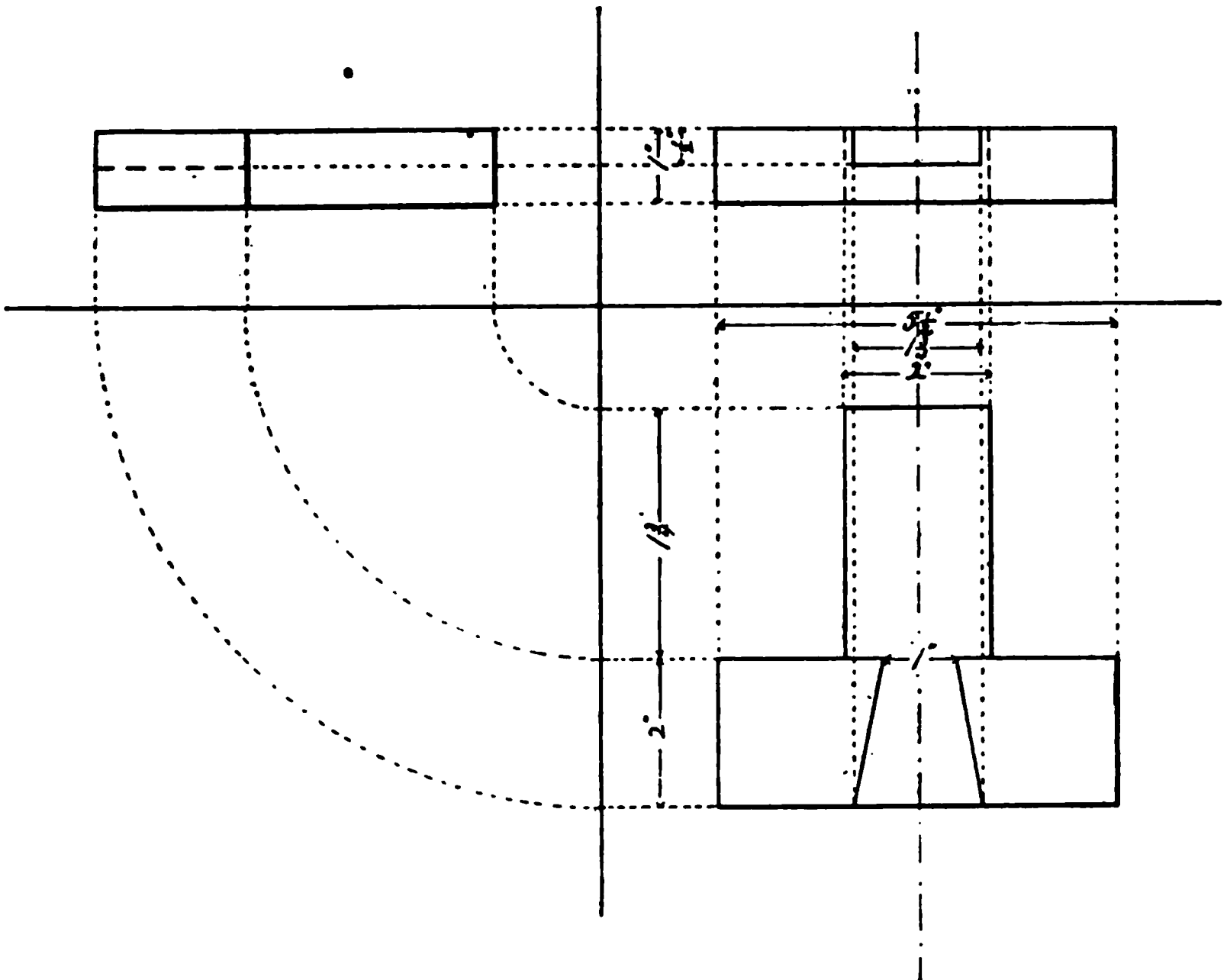
GEOMETRY

3. (a) Inscribe a regular pentagon within a circle, the diameter of which is 3 inches. (b) Within this pentagon inscribe five circles, each tangent to two other circles and to one side of the pentagon. Leave the full process on the paper. (c) Construct an ellipse on the basis of intersections.

WORKING-DRAWINGS

4. (a) Does cross hatching ever affect the apparent form of the object represented? (b) Explain your answer by an illustration.
5. Make a working-drawing of a 1 inch hexagonal bolt, with a V thread, 8 threads per inch; diameter of head across corners 1 13-16 inches, head 15-16 inches thick, and chamfered.

6. Read the following working-drawing, and draw in isometric projection the object represented by the same.

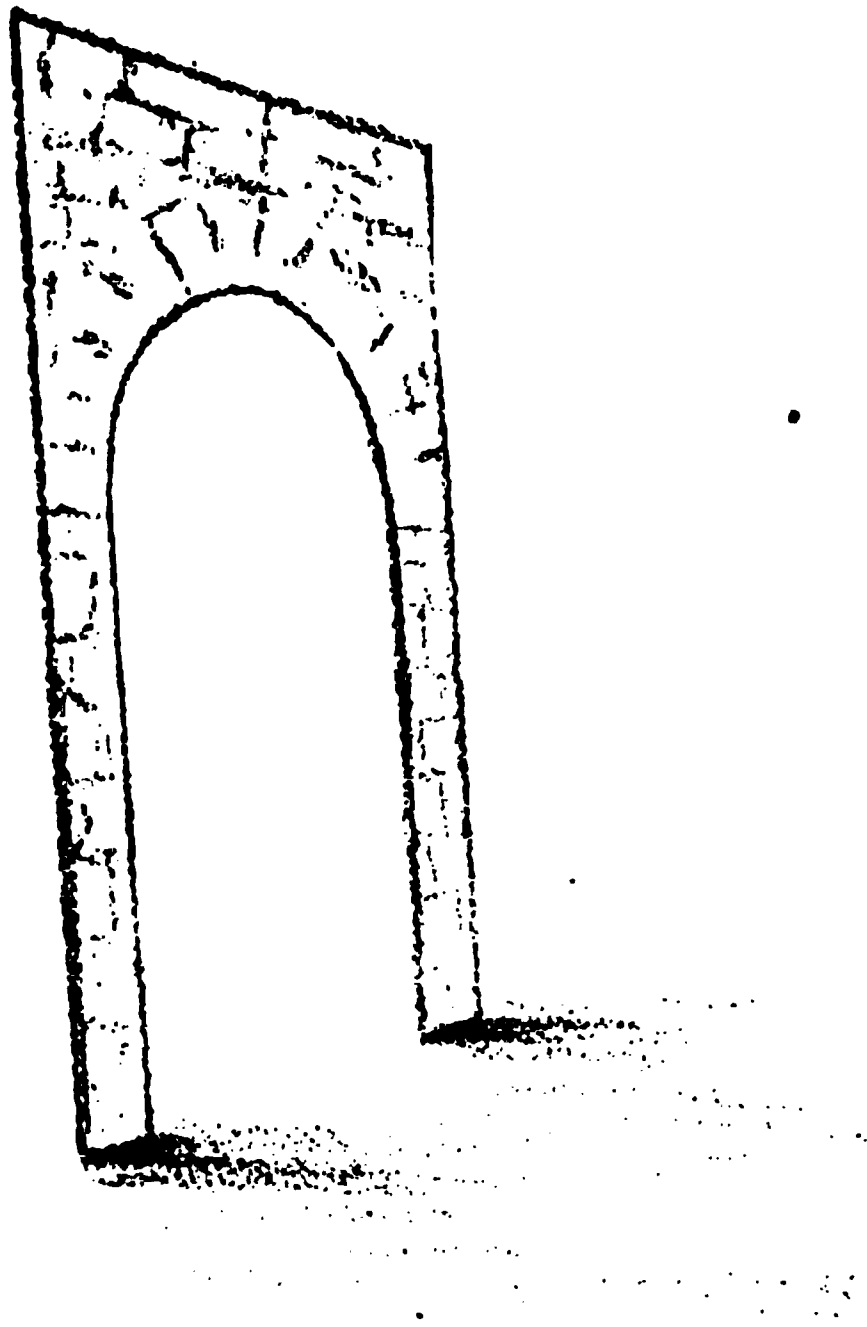


PATTERNS

7. Draw a pattern of an oblique section of a cylinder cut at an angle of 45 degrees. Leave all work upon the paper.

PERSPECTIVE

8. (a) Place in perspective a wheel 3 feet in diameter, lying upon the ground plane and touching the picture plane in a point 3 feet to the left. Height, $5\frac{1}{2}$ feet; distance, 10 feet; scale, $\frac{1}{2}$ inch to 1 foot. Shade to separate parts. (b) Place the same wheel 10 feet back from the picture plane.
9. The eye of the observer is $5\frac{1}{2}$ feet from the ground and 20 feet from the center of an opening in the ground 5 feet by 10 feet, and 2 feet deep. The center of the opening is $1\frac{1}{2}$ feet to the right of the line of direction and 6 feet from the picture plane, and its long edges are perpendicular to the picture plane. Show the perspective appearance of the excavation. Shade to separate parts.



10. (a) Above is the perspective of the face of a wall which is a semi-circular arch drawn on a scale of 1-4 inch to 1 foot. Determine and state the height and distance, and the measurement of the wall and the arch. (b) Sketch to show the appearance of the arch if the wall were 4 feet thick.

SKETCHING

11. Name in order the steps in drawing from objects.
12. Sketch to illustrate the verse given below.

• • • "There was never a leaf on bush or tree,
The bare boughs rattled shudderingly;
The river was dumb and could not speak,
For the weaver winter its shroud had spun;
A single crow on the tree-top bleak,
From his shining feathers shed off the cold sun."

13. (a) When the pencil or crayon is used, what is understood by the "modeling" of form? (b) When the support of an object is below, from what point should pupils begin to draw?

SHADING

14. (a) What is understood by the word "mass" in connection with drawing? (b) In sketching, what masses should be drawn first? (c) In shading from what direction should the light be received? (d) What definite effects are gained by the use of light and shade? (e) Draw and shade to illustrate "high tone" in a scale of six tones.
15. What elements should be first considered as essential to good work in light and shade?

GROUPING

16. (a) Describe a correct grouping of objects. (b) Illustrate a correct grouping by drawing a water bottle, a small square berry basket, and three apples. (c) Give three lists of three objects, each which will compose well for a group.

HISTORIC ORNAMENT

17. (a) Draw to represent the units of design which are characteristic of the Greek ornament. (b) Draw to represent the Roman scroll. (c) In what city is the Parthenon located? (d) In what country is the Alhambra located? (e) What colors were used in the Egyptian decoration?

DESIGN

18. Make a complete original design of a surface pattern and border suitable for the same, using the blossom given in the sketch and building upon a diagonal block field.



19. After combining various units or repeating the same unit many times, when does the combination become a design?
20. (a) When pupils are working in design, give a method by which they may be aided in ascertaining the result of any combination without performing the tedious work of repetition, when not certain of the result. (b) Give a method for a first presentation of decorative design to a class.

June 4, 1896

A. M.

Note.—All persons desiring to take the special drawing examination must supply themselves with a drawing board, T-square, triangles, compasses, hard and soft pencils, drawing paper of good quality, and tracing paper for use in design.

COLOR

1. (a) Name in their proper order, the six colors of the solar spectrum known as "positive" colors. (b) Which of the positive spectrum colors are classified as cold colors? (c) Suggest a value in the use of cold colors in decoration. (d) Name some particular place where cold colors should be used in decoration. (e) What is the influence of one color upon another, when complementary colors are placed in juxtaposition? (f) Give the primary law of contrast.
2. (a) What conditions exist when color combinations are said to be lacking in harmony? (b) What harmony is produced when R. and O. R. are placed in contrast with B. G.? (c) When cold colors are placed upon a white background, what is the effect upon each of the colors separately? Also, what is the effect upon the background?

GEOMETRY

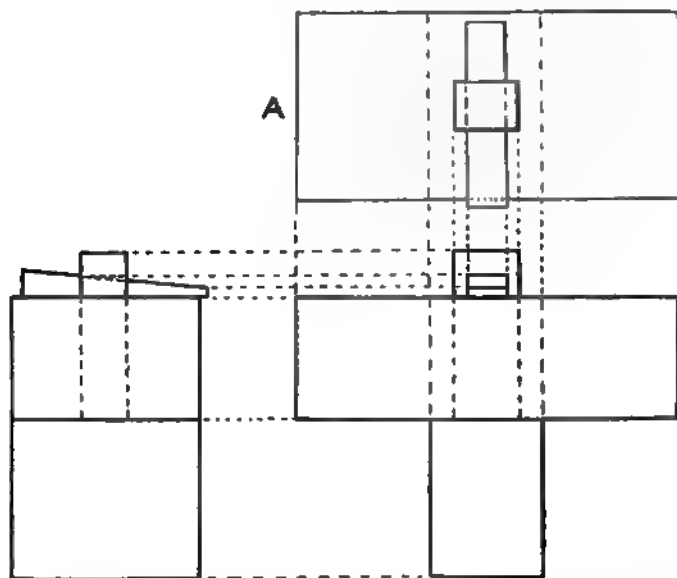
3. (a) Inscribe a regular hexagon within a circle, diameter 2 inches. Within the hexagon inscribe six circles, each tangent to two other circles, and to one side of the hexagon. Leave full process upon the paper. (b) Construct an oval and leave the full process upon the paper. (c) Explain why geometric problems are essential to a complete understanding of the basis of drawing.

WORKING DRAWINGS

4. Explain the difference between "cross lining" and "cross hatching."
5. Make a working drawing of a square-headed bolt with chamfered circle. Dimensions optional. The thread must be clearly indicated.
6. Read the working drawing here given, and place same in isometric projection.

PATTERNS

- 7 Draw a pattern of an oblique section of a cone, cut at an angle of 45 degrees. Leave all work upon the paper.



- 8 and 9. (a) Represent properly, in perspective, a hexagon of 7 feet on a side, and in the ground plane; two of the sides of the hexagon to be perpendicular to the picture plane (or G. L.), and the center point 8 feet to the left and 12 feet back.

- (b) In the same drawing place the hexagon with two of its edges parallel with the L. D. and its plane perpendicular to the ground plane and 10 feet to the right.
10. Show the appearance of a circle 6 feet in diameter, its plane being perpendicular to the picture plane and ground plane, and its circumference touching the ground plane in a point 9 feet from the G. L. and 5 feet to the right. Height of eye 5 feet; distance (M. P.), 10 feet; scale 1-4 inch to 1 foot.

SKETCHING AND ILLUSTRATION

11. Give plan of work when "blocking in" preparatory to making a landscape picture.
12. Sketch to illustrate the lines given below:

" The squirrels dart from wall to wall,
Or balance on their haunches,
To nibble on the last year's store,
And watch the chestnut branches."

13. (a) In "modeling" in crayon, what are the only definite results attainable? (b) How does the "key" in a scale of black and white differ from the key in a color scale?
14. Upon what part of a picture should the greatest emphasis be placed?
15. (a) In sketching what is the first step? (b) In treating shadows what determines the length of the shadows? (c) Draw to represent in a group the cone, sphere and cylinder, shade the type solids to illustrate a picture "low in tone." Dimensions of objects 2 inches by 1 foot.

GROUPING

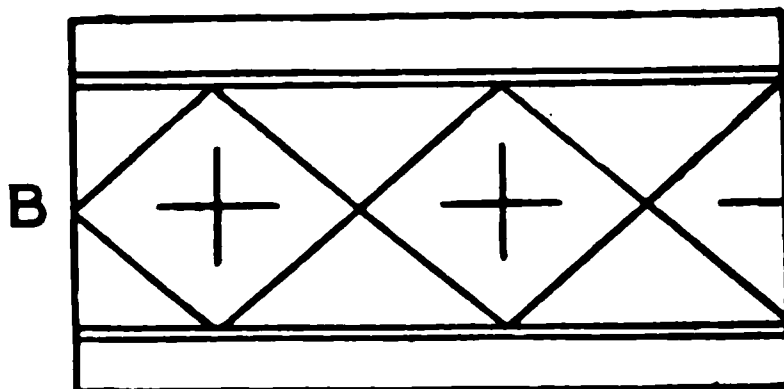
16. (a) Illustrate correct grouping by drawing to represent a gentleman's silk hat, gloves and cane. (b) Give two lists of three objects each which will compose well in grouping.

GENERAL

17. (a) What fundamental principle should be first considered as essential to good pictorial work? (b) What three facts must be in possession of the designer previous to his producing any special piece of work?

HISTORIC ORNAMENT

18. (a) Explain the peculiarity of the Moorish ornament. (b) Draw and shade to represent the units of design which are characteristic of the Moorish ornament. (c) Draw to represent the Greek volute. (d) What colors were peculiar to the decoration found at Pompeii?
19. Make an original design complete, of a surface pattern and border for the same, using the field rose as a unit and building upon a diagonal field.
20. (a) Give a reason why the accompanying illustration is, or is not, a design.



- (b) What means may be utilized to expedite the work in completing any design after the unit has been outlined? (c) Give a logical general method of procedure in presenting any one of the branches of the subject of drawing.

2. UNIFORM EXAMINATIONS FOR COMMISSIONERS' CERTIFICATES — STATISTICAL TABLE SHOWING RESULTS BY COMMISSIONER DISTRICTS BETWEEN JULY 31, 1895, AND JULY 31, 1896

COUNTIES	District	First Grade Certificates			Second Grade Certificates		Third Grade Certificates		Number certifying to obtain	Number of temporary licenses issued	Teachers licensed by other authority	Total number of teachers licensed to July 31, 1896	Number of teachers employed and teaching simultaneously	Number of new teachers licensed
		Number entitled to	Number indorsed	Number renewed	Number entitled to	Number indorsed	Number entitled to	Number renewed upon examination						
Albany ..	1	11	12	8	12	12	96	1	57	0	24	18	51	8
Allegany ..	2	117	13	1	13	13	15	1	47	0	4	71	61	15
Broome ..	3	247	26	1	26	26	33	80	187	0	0	41	43	15
Cattaraugus ..	4	448	43	1	43	43	57	20	353	0	45	200	178	34
Cayuga ..	5	268	47	2	47	47	44	21	352	15	125	118	183	20
Chemung ..	6	669	22	4	22	22	48	15	457	12	0	823	319	34
Chenango ..	7	447	41	2	41	41	35	134	265	15	0	280	224	37
Clinton ..	8	163	41	2	41	41	19	6	68	1	0	164	184	32
Columbia ..	9	251	40	1	40	40	44	8	60	0	0	185	161	24
Cortland ..	10	210	41	1	41	41	50	63	160	12	20	143	119	28
Delaware ..	11	252	33	1	33	33	37	6	132	0	51	171	150	19
Dutchess ..	12	367	45	1	45	45	37	10	153	0	0	141	134	20
Essex ..	13	171	48	1	48	48	52	12	154	0	0	144	157	13
Franklin ..	14	186	41	1	41	41	20	8	126	17	25	104	144	21
Fulton ..	15	167	32	1	32	32	33	9	107	0	0	96	131	23
Hamilton ..	16	110	31	1	31	31	27	9	69	0	0	81	123	9
Livingston ..	17	119	35	1	35	35	27	9	61	0	0	53	123	23
Montgomery ..	18	226	34	1	34	34	27	1	170	0	51	64	114	26
Nassau ..	19	214	28	1	28	28	14	96	164	10	13	101	89	16
Orleans ..	20	280	43	1	43	43	01	20	104	8	0	181	295	20
Rensselaer ..	21	512	79	1	79	79	82	0	263	0	25	307	183	34
Saratoga ..	22	137	41	1	41	41	38	55	67	17	0	146	186	11
Schoharie ..	23	116	27	1	27	27	18	0	113	0	0	103	141	14
Schenectady ..	24	509	49	1	49	49	40	73	183	0	0	129	140	25
Schoonhoven ..	25	287	38	1	38	38	23	4	103	0	0	129	140	25
Ulster ..	26	227	33	1	33	33	23	6	150	0	0	121	169	12
Warren ..	27	229	33	1	33	33	23	6	150	0	0	121	169	12
Westchester ..	28	182	43	1	43	43	31	65	160	12	15	718	111	19
Franklin ..	29	573	55	1	55	55	10	59	195	4	47	153	112	33
Franklin ..	30	263	30	1	30	30	44	0	189	2	23	184	147	30
Fulton ..	31	111	35	1	35	35	20	6	107	20	10	105	141	24
Fulton ..	32	111	35	1	35	35	20	6	107	20	10	105	141	24
Fulton ..	33	111	35	1	35	35	20	6	107	20	10	105	141	24
Fulton ..	34	111	35	1	35	35	20	6	107	20	10	105	141	24
Fulton ..	35	111	35	1	35	35	20	6	107	20	10	105	141	24

Genesee.....	111	48	51	11	49	5	2	6	2	6	2	117	165
Greene.....	131	37	15	14	23	1	1	1	1	1	1	131	104
Hamilton.....	135	6	16	3	20	1	1	1	1	1	1	135	81
Franklin.....	136	6	3	3	26	1	1	1	1	1	1	136	19
Herkimer.....	139	86	23	28	88	1	1	1	1	1	1	139	23
Jefferson.....	141	31	27	31	31	1	1	1	1	1	1	141	23
Montgomery.....	142	37	11	22	37	1	1	1	1	1	1	142	107
Saratoga.....	143	41	13	45	41	1	1	1	1	1	1	143	117
Schenectady.....	144	38	18	37	38	1	1	1	1	1	1	144	135
Ulster.....	145	37	13	33	37	1	1	1	1	1	1	145	135
Warren.....	146	37	13	33	37	1	1	1	1	1	1	146	135
Albany.....	147	37	13	33	37	1	1	1	1	1	1	147	135
Cattaraugus.....	148	37	13	33	37	1	1	1	1	1	1	148	135
Chemung.....	149	37	13	33	37	1	1	1	1	1	1	149	135
Clinton.....	150	37	13	33	37	1	1	1	1	1	1	150	135
Columbia.....	151	37	13	33	37	1	1	1	1	1	1	151	135
Delaware.....	152	37	13	33	37	1	1	1	1	1	1	152	135
Dutchess.....	153	37	13	33	37	1	1	1	1	1	1	153	135
Essex.....	154	37	13	33	37	1	1	1	1	1	1	154	135
Franklin.....	155	37	13	33	37	1	1	1	1	1	1	155	135
Hamilton.....	156	37	13	33	37	1	1	1	1	1	1	156	135
Livingston.....	157	37	13	33	37	1	1	1	1	1	1	157	135
Madison.....	158	37	13	33	37	1	1	1	1	1	1	158	135
Monroe.....	159	37	13	33	37	1	1	1	1	1	1	159	135
Montgomery.....	160	37	13	33	37	1	1	1	1	1	1	160	135
Nassau.....	161	37	13	33	37	1	1	1	1	1	1	161	135
Orleans.....	162	37	13	33	37	1	1	1	1	1	1	162	135
Oneida.....	163	37	13	33	37	1	1	1	1	1	1	163	135
Oswego.....	164	37	13	33	37	1	1	1	1	1	1	164	135
Putnam.....	165	37	13	33	37	1	1	1	1	1	1	165	135
Rensselaer.....	166	37	13	33	37	1	1	1	1	1	1	166	135
Saratoga.....	167	37	13	33	37	1	1	1	1	1	1	167	135
Schenectady.....	168	37	13	33	37	1	1	1	1	1	1	168	135
Ulster.....	169	37	13	33	37	1	1	1	1	1	1	169	135
Warren.....	170	37	13	33	37	1	1	1	1	1	1	170	135
Albany.....	171	37	13	33	37	1	1	1	1	1	1	171	135
Cattaraugus.....	172	37	13	33	37	1	1	1	1	1	1	172	135
Chemung.....	173	37	13	33	37	1	1	1	1	1	1	173	135
Clinton.....	174	37	13	33	37	1	1	1	1	1	1	174	135
Columbia.....	175	37	13	33	37	1	1	1	1	1	1	175	135
Delaware.....	1	1	1	1	1	1	1	1	1	1	1	1	1

UNIFORM EXAMINATIONS, ETC.—STATISTICAL TABLE—(Concluded)

COUNTIES	Districts	Number of examinees	FIRST GRADE CERTIFICATES			SECOND GRADE CERTIFICATES		THIRD GRADE CERTIFICATES		Number failing to obtain certificates	Number of temporary licenses issued	Teachers licensed by other authority	Total number of teachers licensed to July 31, 1936	Number of teachers employed and teaching simultaneously	Number of new teachers licensed
			Number entitled to	Number induced	Number refused	Number entitled to	Number induced	Number entitled to	Number induced upon re-examination						
Rensselaer	1	115	14	5	8	30	7	29	6	42	3	15	129	144	37
Steuben	2	9	16	4	3	64	17	37	1	129	5	...	209	185	30
Suffolk	3	31	4	4	1	31	10	10	9	186	4	18	171	187	25
Sullivan	4	8	5	1	1	48	13	8	9	113	3	29	90	190	39
Tioga	5	125	10	4	3	20	1	11	30	30	11	...	97	119	10
Tompkins	6	180	13	7	5	49	10	16	...	140	13	...	47	196	8
Ulster	7	220	13	3	2	59	10	29	6	118	9	...	110	188	19
Warren	8	181	7	3	2	66	17	34	117	139	9	...	110	188	19
Washington	9	78	4	3	2	34	2	27	43	118	4	7	214	237	39
Wayne	10	105	3	4	1	32	16	14	14	78	4	...	102	100	13
Westchester	11	271	4	5	1	16	18	15	14	44	81	30	163	148	18
Wyoming	12	89	1	3	2	7	29	4	55	85	25	20	44	126	18
Yates	13	182	1	8	3	10	8	3	13	65	45	15	91	71	13
Total	14	22,067	999	167	311	4,416	1,337	8,365	1,963	13,519	964	9,304	13,716	15,861	9,315

4. HOLDERS OF FIRST GRADE CERTIFICATES

Following is a list of all teachers who have received first grade certificates issued under the uniform examination system in the State of New York, from July 31, 1895, to July 31, 1896. These certificates are good for five years from date of issue:

Number of certificate	COUNTY, DISTRICT AND NAME	Post office address	Date of certificate
ALBANY COUNTY—FIRST DISTRICT			
2	Henry I. De Vos	Pine Hills	April 30, 1896
4	Merritt E. Luddale	Coeymans Hollow	April 30, 1896
5	Gilbert J. Merritt	Coeymans Hollow	April 30, 1896
6	Kate L. Wanda	Voorheesville	June 1, 1896
ALBANY COUNTY—SECOND DISTRICT			
2	Anna E. Morse	South Westerlo	August 28, 1895
3	Ruben P. Smith	South Westerlo	October 1, 1896
ALBANY COUNTY—THIRD DISTRICT			
17	Fraunce T. Niscocks	Cohoes	April 18, 1896
18	Carrie L. Burbank	Vischer's Ferry	April 23, 1896
19	Anna G. Conway	West Troy	April 28, 1896
20	Jennie Ogabury	Altamont	April 28, 1896
ALLEGANY COUNTY—FIRST DISTRICT			
None issued			
ALLEGANY COUNTY—SECOND DISTRICT			
9	Miles Davenport	Alfred	September 9, 1895
10	Mrs. Addie Elwell	Wellsville	September 9, 1895
11	Clara Balfe	Wellsville	September 9, 1895
12	M. O. Stillman	Richburg	September 9, 1895
13	Frank H. Casple	Hinsdale	April 25, 1896
14	Mrs. B. T. Shaughnessy	Wellsville	April 25, 1896
15	Frances E. Wilcox	Nile	April 25, 1896
BROOME COUNTY—FIRST DISTRICT			
10	Shelby T. Dimmick	Gulf Summit	September 9, 1895
BROOME COUNTY—SECOND DISTRICT			
1	Alma E. Hogg	West Chenango	October 29, 1895
2	Alma Van Demark	Union	January 7, 1896
3	Kate P. Burghardt	Whitney's Point	April 7, 1896
CATTARAUGUS COUNTY—FIRST DISTRICT			
2	Wilfred Winship	Port Allegany, Pa.	September 9, 1895
3	Frank L. Hull	Olean	January 31, 1896
4	M. Irene Crandall	Allegany	February 7, 1896
5	Lottie Bascom	Allegany	April 22, 1896
6	Martin W. Tubbs	Portville	April 22, 1896
7	Mary D. Childs	Olean	May 4, 1896
8	A. Lyman Button	Machias	May 4, 1896
CATTARAUGUS COUNTY—SECOND DISTRICT			
5	Worden A. Howard	East Leon	September 10, 1895
6	Mary M. Quinlan	Randolph	August 25, 1895
7	Marshall C. Davis	Leon	January 1, 1896
8	Mary E. Milke	East Randolph	January 27, 1896
9	Grace L. Simonds	Candia	February 10, 1896
10	Will G. Press	West Perryburg	March 9, 1896
11	Thomas Stone Bell	Salamanca	February 10, 1896
12	Maria L. Stewart	East Randolph	February 10, 1896
13	Elbridge G. Hunter	New Albion	May 4, 1896
14	Kuma Ward	West Salamanca	February 10, 1896
15	Fred Neudeck	West Valley	May 11, 1896
16	William F. Mercer	Randolph	April 30, 1896
17	James R. Flagg	Frewsburg	April 30, 1896

HOLDERS OF FIRST GRADE CERTIFICATES — (Continued)

Number of certificate	COUNTY, DISTRICT AND NAME	Post office address	Date of certificate
CAYUGA COUNTY—FIRST DISTRICT			
19	Nora Roth	Martville	August 24, 1895
20	Grace T. Austin	Port Byron	September 9, 1895
21	Willie E. Matson	Ira	September 9, 1895
22	Helen E. Bradley	Ira Station	February 8, 1896
23	S. C. Houghtaling	Throopsville	February 11, 1896
18	Lavina Fields	North Victory	August 1, 1895
CAYUGA COUNTY—SECOND DISTRICT			
14	Mary T. Heffernau	Sherwood	September 28, 1895
15	Della I. Van Arsdale	Owasco	October 15, 1895
16	Wilson Snushall	Scipioville	March 6, 1896
CHAUTAUQUA COUNTY—FIRST DISTRICT			
9	Minerva Tyler	Lakewood	December 2, 1895
10	Alton H. Appleby	Watts Flats	January 1, 1896
11	Orie A. Sessions	Clymer	January 13, 1896
12	Lillian Osborne	Busti	February 3, 1896
13	Iza E. Parker	Clymer	February 3, 1896
14	Jerome M. Hobart	Watts Flats	May 11, 1896
15	Grace C. Dutton	Sherman	May 18, 1896
CHAUTAUQUA COUNTY—SECOND DISTRICT			
8	Amy E. Hubbard	Dunkirk	August 9, 1895
9	Ella A. Christy	Silver Creek	August 9, 1895
10	Ordie Knowlton	Westfield	August 9, 1895
11	Isabella Nugent	Forestville	August 9, 1895
12	Edwin F. Seears	Cassadaga	January 9, 1896
CHAUTAUQUA COUNTY—THIRD DISTRICT			
4	Effie Chase	Frewsburg	August 27, 1895
5	Miles C. Nichols	Fluvanna	September 24, 1895
6	Carrie Van Dewark	Falconer	April 28, 1896
CHEMUNG COUNTY.			
45	Bertha Hallenbeck	Erin	September 28, 1895
46	Geo. T. Miller	Van Etten	September 28, 1895
47	Josephine O'Connor	Corning	October 4, 1895
48	Emma Rose	Pine Valley	October 12, 1895
49	Elliott Baker	Elmira	November 9, 1895
50	Nella Ranick	Horseheads	March 6, 1896
51	Anna Moss	Horseheads	March 6, 1896
52	Lillian M. Curtis	Big Flats	May 3, 1896
53	S. M. Beatrice	Corning	May 6, 1896
54	Cappie Yanger	Big Flats	May 6, 1896
CHENANGO COUNTY—FIRST DISTRICT			
16	Truman H. Wedge	Smyrna	August 9, 1895
17	Alice B. Calkins	Norwich	August 9, 1895
18	William M. Bennett	Canandaigua	August 9, 1895
19	Frances E. Swan	Pitcher	November 28, 1895
20	A. La Motte Roe	North Norwich	January 8, 1896
21	Fred E. Sanders	Pitcher	April 30, 1896
22	D. Edgar Brand	Smyrna	May 7, 1896
CHENANGO COUNTY—SECOND DISTRICT			
13	Nellie M. Skillman	Greene	September 3, 1895
14	Mrs G. A. Goodenough	Afton	September 16, 1895
15	Lizzie A. Lorimer	Rockwell's Mills	December 2, 1895
16	F. Pauline Baker	East Pharsalia	April 28, 1896
CLINTON COUNTY—FIRST DISTRICT			
1	Mary D. Smith	Pern	February 4, 1896
2	Ezra W. Benedict	Willsboro	April 20, 1896
CLINTON COUNTY—SECOND DISTRICT			
3	Jas. E. Finnegan	West Chazy	May 23, 1896

HOLDERS OF FIRST GRADE CERTIFICATES — (Continued)

Number of certificate	COUNTY, DISTRICT AND NAME	Post office address	Date of certificate
	COLUMBIA COUNTY—FIRST DISTRICT		
34	Charlotte MacMaster.....	Cherry Valley	September 2, 1895
35	Mollie F. Black.....	Hudson	September 19, 1895
36	Minnie M. Chapper	Claverack	January 7, 1896
37	Harriet S. Jones.....	Claverack	January 7, 1896
	COLUMBIA COUNTY—SECOND DISTRICT		
	None issued.....	.....	.....
	CORTLAND COUNTY—FIRST DISTRICT		
3	Julius Davis.....	Cortland	September 2, 1895
4	Leona Burkhardt.....	Cortland	September 2, 1895
	CORTLAND COUNTY—SECOND DISTRICT		
10	Irving S. Sears.....	De Ruyter	September 10, 1895
11	Lewis W. Crosley.....	Scott.....	November 16, 1895
12	J. Burr Kibbe ..	South Cuyler.....	January 2, 1896
13	Cecelia Barker.....	Homer.....	January 31, 1896
	DELAWARE COUNTY—FIRST DISTRICT		
5	Fannie J. Howland.....	Walton.....	February 3, 1896
6	Frank B. Chapin.....	Wells Bridge.....	February 8, 1896
7	Emily A. Carroll.....	Equinunk, Pa.....	April 30, 1896
8	Phebe Conlon.....	Colchester.....	April 30, 1896
9	Helen N. Ellis.....	Walton.....	April 30, 1896
10	Truman H. Wells.....	Masonville.....	April 30, 1896
11	Merton A. Smith.....	Masonville.....	April 30, 1896
12	Frank M. Shaver.....	Downsville.....	April 30, 1896
	DELAWARE COUNTY—SECOND DISTRICT		
2	E. J. Shaffer	Andes	September 14, 1895
3	Ella L. V. Silliman.....	Hobart.....	September 20, 1895
4	Mary Crawford.....	Andes	September 20, 1895
5	Lucy G. Moxley.....	Jefferson.....	September 27, 1895
6	Nellie C. Shaw.....	Bloomville.....	November 26, 1895
7	Francis W. Page.....	Delhi.....	March 6, 1896
8	Jennie V. Archibald.....	Bovina.....	June 1, 1896
9	Elizabeth Fletcher.....	Andes	July 31, 1896
	DUTCHESS COUNTY—FIRST DISTRICT		
6	Henry G. Heany.....	Mineola.....	September 10, 1895
7	Josephine L. Whalen.....	Millerton.....	September 14, 1895
8	Mary V. Dugan.....	Brickerhoff.....	September 20, 1895
9	Philip J. Sherman.....	Lithgow	April 26, 1896
10	Lillian H. Scofield.....	Fishkill.....	April 26, 1896
	DUTCHESS COUNTY—SECOND DISTRICT		
	Mary E. Lloyd.....	Raskey.....	January 31, 1896
	Willis M. Burnett	Cokertown.....	April 8, 1896
	ERIE COUNTY—FIRST DISTRICT		
28	Clara L. Jones.....	Tonawanda.....	September 10, 1895
29	Bertha Bivins.....	Clarence.....	September 10, 1895
30	Rose Dumanois.....	Williamsville.....	September 10, 1895
31	Joseph W. Evans.....	Alden	April 27, 1896
32	Minnie J. Flanigan.....	Williamsville.....	April 27, 1896
33	Chas. J. M. Grotke	Lancaster.....	April 27, 1896
	ERIE COUNTY—SECOND DISTRICT		
2	Byron H. Heath.....	Hamburg.....	January 23, 1896
	ERIE COUNTY—THIRD DISTRICT		
4	David H. O'Keefe	Buffalo.....	October 19, 1895
5	Newell Canfield.....	Boston.....	December 16, 1895
6	Ella M. Vedder.....	Springville	December 9, 1895
7	Lora C. Meyers.....	Springville	January 11, 1896
8	Jay Blasdell.....	Mortons Corners.....	January 27, 1896
9	Clara Vedder	Springville	February 17, 1896
10	Fred G. Fischer.....	Protection.....	February 22, 1896
11	Margaret Doolittle.....	Springville	March 6, 1896

HOLDERS OF FIRST GRADE CERTIFICATES — (Continued)

Number of certificate	COUNTY, DISTRICT AND NAME	Post office address	Date of certificate
	ESSEX COUNTY—FIRST DISTRICT		
2	Ada H. Hoag.....	Lake Placid	August 20, 1896
	ESSEX COUNTY — SECOND DISTRICT		
11	Mary H. Eustis.....	Crown Point.....	August 2, 1896
12	Belle Russell.....	Schroon Lake.....	September 2, 1895
13	Eben P. Woodruff.....	Ticonderoga.....	September 2, 1895
14	Della Commiskey.....	Mineville.....	September 20, 1895
	FRANKLIN COUNTY — FIRST DISTRICT		
13	Margaret A. Patterson.....	Burke.....	February 1, 1896
	FRANKLIN COUNTY—SECOND DISTRICT		
1	Mattie R. Aubrey	East Constable.....	September 27, 1895
2	Alexander Macdonald.....	St. Regis Falls.....	May 6, 1896
	FULTON COUNTY		
5	Alexander Dempster.....	Pine Lake.....	August 23, 1895
6	William R. Trumbull.....	Lassellville.....	September 23, 1895
7	Albert S. Hunter.....	Gloversville.....	May 5, 1896
	GENESEE COUNTY		
42	M. Helena McLaughlin.....	Batavia.....	September 3, 1895
43	Rita Connor	Batavia.....	September 3, 1895
44	Julia B. Blodgett.....	Oakfield	May 3, 1896
45	Levi C. Higley.....	Batavia.....	May 12, 1896
46	Minnie J. Darby.....	Le Roy.....	May 12, 1896
47	Fred H. Mead.....	Le Roy.....	May 16, 1896
	GREENE COUNTY — FIRST DISTRICT		
2	J. Lewis Patrie.....	Hensonville.....	September 5, 1895
	GREENE COUNTY—SECOND DISTRICT		
2	Mary E. Myers.....	South Westerlo.....	February 20, 1896
3	William S. Vogel.....	West Saugerties.	May 2, 1896
4	Flora E. Hart.....	Norton Hill.....	May 2, 1896
	HAMILTON COUNTY		
	None issued.....	.....	.....
	HERKIMER COUNTY — FIRST DISTRICT		
3	Minnie Wooster.....	Newport.....	September 2, 1895
4	Emily Moon.....	Gravesville.....	September 26, 1895
5	D. Clinton Gooding.....	Middleville	October 18, 1895
	HERKIMER COUNTY—SECOND DISTRICT		
14	Inez Trowbridge.....	Ilion	September 3, 1895
15	Herbert S. Roe.....	Wolcott.....	September 16, 1895
16	Cora M. Piper	Herkimer.....	September 16, 1895
17	Mamie O'Hanlon.....	Frankfort.....	October 8, 1895
18	Marie Olney	Ilion	February 4, 1896
19	Flora E. Steele.....	Ilion	February 8, 1896
20	Perry A. Wood	Jordanville	June 15, 1896
	JEFFERSON COUNTY—FIRST DISTRICT		
1	Ethel Hayden.....	Adams.....	August 20, 1895
2	Clara E. Todd.....	Rodman.....	August 30, 1895
3	Lottie M. Greene.....	Henderson.....	September 9, 1895
4	Theresa R. Cornell.....	Adams.....	February 6, 1896
5	Arabelle Timmerman.....	Pamela 4-Corners.....	February 9, 1896
6	Clarence E. Pitts	Worth Centre.....	May 16, 1896
	JEFFERSON COUNTY—SECOND DISTRICT		
9	Cora M. Farley.....	Redwood	August 20, 1896
	JEFFERSON COUNTY—THIRD DISTRICT		
4	Mrs. Sarah B. Fox.....	De Pauville.....	September 9, 1895
5	Addie Bigwood.....	Dexter.....	September 9, 1895

HOLDERS OF FIRST GRADE CERTIFICATES — (Continued)

Number of certificate	COUNTY, DISTRICT AND NAME	Post office address	Date of certificate
LEWIS COUNTY—FIRST DISTRICT			
4	Frank Walters.....	Point Rock.....	September 16, 1895
5	Frank J. Barnes.....	Turin.....	September 16, 1895
6	Wesley G. Knowlton.....	Port Leyden.....	December 12, 1895
7	Carrie A. Bibbens.....	Port Leyden.....	February 10, 1896
8	Thomas Trainer.....	Point Rock.....	March 30, 1896
LEWIS COUNTY—SECOND DISTRICT			
2	Alice E. Allen.....	Lowville.....	September 2, 1895
3	P. E. Gilligan.....	Harrisville.....	September 2, 1895
4	Margaretta Grant.....	Lowville.....	May 1, 1896
LIVINGSTON COUNTY—FIRST DISTRICT			
7	George H. Cullings.....	Linwood.....	September 2, 1895
LIVINGSTON COUNTY—SECOND DISTRICT			
13	Abner L. Hyde.....	Springwater.....	September 5, 1895
12	John A. Weidman.....	Springwater.....	September 5, 1895
MADISON COUNTY—FIRST DISTRICT			
	None issued.....	.....	.....
MADISON COUNTY—SECOND DISTRICT			
37	Florence Phoenix.....	Canastota.....	September 2, 1895
38	May A. Chapman.....	Canastota.....	September 2, 1895
39	Jennie C. Burke.....	Oneida.....	September 2, 1895
40	Helen V. Gregg.....	Munnsville.....	September 2, 1895
41	Nina L. Perkins.....	Canastota.....	September 2, 1895
42	Nellie L. Holden.....	Oneida.....	September 2, 1895
43	Isabelle H. Ruby.....	Oneida.....	September 2, 1895
44	Mary E. Clark.....	Oneida.....	September 2, 1895
45	L. Ella Skelton.....	Canastota.....	November 2, 1895
46	Jennie Wilcox.....	Camden.....	November 2, 1895
47	W. V. Flaherty.....	Chittenango.....	December 2, 1895
48	C. J. Sherman.....	De Ruyter.....	December 24, 1895
MONROE COUNTY—FIRST DISTRICT			
3	Ella M. Pollock.....	Rochester.....	December 2, 1895
4	Irving E. Miller.....	Rochester.....	February 8, 1896
5	Ada I. Cory Landon.....	Marion.....	February 8, 1896
6	Delia A. Felt.....	Rochester.....	August 1, 1896
7	Lizzie S. Lawlor.....	Fairport.....	August 1, 1896
8	Belle W. Schanck.....	Rochester.....	August 1, 1896
MONROE COUNTY—SECOND DISTRICT			
22	Fred. W. Hill.....	Spencerport.....	September 6, 1895
23	Charles E. Mott.....	East Hamlin.....	September 6, 1895
24	Charles E. Miller.....	Hilton.....	September 6, 1895
25	Burt H. Quivery.....	Hamlin.....	September 6, 1895
26	Peter J. Marion.....	Stone Church.....	August 1, 1896
27	A. W. Palmer.....	Fairport.....	August 1, 1896
MONTGOMERY COUNTY			
23	Edwin H. Dillenbeck.....	Fonda.....	August 3, 1895
24	Gertrude Fonda.....	Fonda.....	August 28, 1895
25	R. S. Roulston.....	Rockton.....	September 2, 1895
26	Ed. S. Bates.....	St. Johnsville.....	September 3, 1895
27	Mamie E. Smith.....	Fultonville.....	September —, 1895
28	Melvia Wormuth.....	Fultonville.....	September 12, 1895
29	Leigh Diefendorf.....	Saltspringville.....	September 21, 1895
30	Viola Davis.....	Oak Ridge.....	October 2, 1895
31	Mary E. Shelp.....	Fultonville.....	November 15, 1895
32	Elizabeth Dockstader.....	Fonda.....	May 6, 1896
NIAGARA COUNTY—FIRST DISTRICT			
10	Louella B. Cronkrite.....	North Tonawanda.....	August 9, 1895
11	Eva S. Brace.....	North Tonawanda.....	March 6, 1896
12	Frank J. Beardsley.....	North Tonawanda.....	March 6, 1896
13	Hugo P. Lindsey.....	Lockport.....	March 6, 1896
14	Jennie H. Smith.....	North Tonawanda.....	March 6, 1896

HOLDERS OF FIRST GRADE CERTIFICATES — (Continued)

Number of certificates	COUNTY, DISTRICT AND NAME	Post office address	Date of certificate
	NIAGARA COUNTY—SECOND DISTRICT		
2	Aberdeen Markle.....	Wilson	September 3, 1895
3	Lewis H. Walker.....	Ridge Road.....	February 8, 1896
	ONEIDA COUNTY—FIRST DISTRICT		
4	Laura Howe.....	New York Mills.....	September 2, 1895
5	Fred. B. Hoyt.....	Utica	September 2, 1895
6	Chas. L. Warner	Salisbury	September 2, 1895
7	Glenn A. Wilcox	North Litchfield	September 2, 1895
8	Luella M. Fenton.....	Richfield.....	September 2, 1895
9	Florence Scovil.....	Washington Mills	December 9, 1895
10	Harriet S. Brown.....	Leonardsville.....	January 1, 1896
11	L. Alzora Talbert.....	West Winfield.....	April 11, 1896
12	Phoebe A. Williams	Deerfield	April 1, 1896
13	Harriet F. Potter.....	Utica	April 1, 1896
14	Flora K. Goodier.....	Richfield Springs.....	April 10, 1896
15	Frank N. Churchill.....	Camden	May 18, 1896
	ONEIDA COUNTY — SECOND DISTRICT		
47	Susan Baker.....	Clinton	November 1, 1895
48	Maie L. Parkhurst.....	Knoxboro	January 31, 1896
49	Lillian M. Eells.....	Clinton	April 20, 1896
50	William J. Lewis.....	Westmoreland.....	April 20, 1896
51	Josie M. Reagle.....	Clinton	May 1, 1896
	ONEIDA COUNTY — THIRD DISTRICT		
	None issued.....	.....	.....
	ONEIDA COUNTY — FOURTH DISTRICT		
7	Sarah E. Gallagher.....	Forestport.....	September 14, 1895
8	Charles H. Walters.....	Point Rock.....	September 14, 1895
9	James Griffith.....	Remsen.....	September 14, 1895
10	Frank E. Niess.....	Boonville	September 17, 1895
11	Albert J. O'Connor.....	Taberg	September 23, 1895
12	Oliver Rinkle.....	Steuben	November 8, 1895
13	Miss C. A. Lewis.....	Boonville	July 28, 1896
	ONONDAGA COUNTY — FIRST DISTRICT		
4	Frances A. Sloan	Baldwinsville.....	April 7, 1896
	ONONDAGA COUNTY—SECOND DISTRICT		
3	Mabel A. Haight.....	Shamrock	September 2, 1895
4	Aunie A. Davison.....	Onondaga Valley.....	September 3, 1895
5	Florence Shearer	Syracuse	April 1, 1896
6	Sarah M. Putziger.....	Solvay.....	April 23, 1896
	ONONDAGA COUNTY — THIRD DISTRICT		
1	Nettie E. Bedell	East Syracuse.....	August 9, 1895
2	Murtha M. Rallaco	Oran	August 9, 1895
3	Mrs. C. L. Bichnell.....	Brewerton.....	August 9, 1895
4	Howard F. Brooks	Fabius.....	January 8, 1896
5	Flora A. Fay.....	Brewerton.....	May 4, 1896
6	Willis N. Bugbee.....	Parish.....	June 1, 1896
7	Bertha M. Blosser.....	East Syracuse.....	June 1, 1896
8	Jay B. Hanchett.....	La Fayette	June 1, 1896
	ONTARIO COUNTY—FIRST DISTRICT		
6	Edith D. Allen	Geneva	September 2, 1895
7	Margaret F. Toole.....	Geneva	September 2, 1895
8	Herbert H. Foster.....	Canandaigua	September 10, 1895
9	S. Alice Gaffney.....	Gorham	*May 4, 1896
10	Ella M. Donovan	Clifton Springs.....	July 24, 1896

* Dated August 1.

UNIFORM EXAMINATIONS

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HOLDERS OF FIRST GRADE CERTIFICATES — (Continued)

Number of certificate	COUNTY, DISTRICT AND NAME	Post office address	Date of certificate
ONTARIO COUNTY—SECOND DISTRICT			
83	William C. Noll	Naples	August 31, 1895
84	Frederic H. Abell	Canandaigua	September 2, 1895
85	Maude C. Hunter	Canandaigua	September 6, 1895
86	Ella Cotter	Honeoye	January 16, 1896
87	Just F. Shaw	Canandaigua	May 5, 1896
88	Jesse Wheeler	South Bloomfield	July 31, 1896
ORANGE COUNTY—FIRST DISTRICT			
6	Mary F. Ashworth	Cornwall	September 1, 1895
7	Annie Butler	Highland Falls	April 30, 1896
8	Amanda B. Cooklin	Newburgh	April 30, 1896
ORANGE COUNTY—SECOND DISTRICT			
517	Everett K. Cortright	Mt. Hope	September 2, 1895
518	Anna B. Crist	Goshen	September 2, 1895
519	Mary Eagan	Port Jervis	September 3, 1895
520	Jabez C. Mullison	Middletown	September 3, 1895
523	Lida V. De Witt	Port Jervis	September 30, 1895
525	William F. Kaufman	Otisville	June 2, 1896
ORLEANS COUNTY			
20	Harry D. Bartlett	Holley	August 9, 1895
21	Sister Mary R. Hannister	Albion	August 9, 1895
OSWEGO COUNTY—FIRST DISTRICT			
21	Belle K. Myers	Sterling Valley	August 19, 1895
22	J. West Shaw	Groton	May 1, 1896
OSWEGO COUNTY—SECOND DISTRICT			
7	Kittie Beeby	Central Square	September 4, 1895
8	Minnie Skillings	Central Square	September 9, 1895
9	Gail Hamilton	Central Square	September 17, 1895
10	Allen B. Ryder	Parish	September 30, 1895
11	Minnie Ladd	Mullery	April 20, 1896
12	James M. Kolb	East Palermo	April 25, 1896
13	Lillian A. Miller	Parish	April 27, 1896
14	Mary L. Smith	Phoenix	August 1, 1896
OSWEGO COUNTY—THIRD DISTRICT			
22	Nelen I. Burr	Pulaski	September 2, 1895
23	Grace L. Snyder	Pulaski	September 2, 1895
24	Estelle J. Woodard	Sandy Creek	September 2, 1895
25	Uriah C. Gregg	Ellisburg	September 30, 1895
26	Raymond U. Garley	Sandy Creek	September 30, 1895
27	Ransom H. Snyder	Sandy Creek	September 30, 1895
28	Mrs. Nellie M. DeLong	Smartville	July 31, 1896
29	Bertha E. Powers	Mexico	July 31, 1896
30	Morton C. Helm	Altmar	July 31, 1896
OSWEGO COUNTY—FIRST DISTRICT			
5	Clarence M. Walling	Chaseville	August 1, 1895
6	Mattie L. Main	Leonardville	September 1, 1895
7	Blanche Bulson	Seneca	September 9, 1895
8	Scott Yoemans	Elk Creek	September 8, 1895
9	Joseph B. Bigelow	Richfield Spa	September 8, 1895
10	William J. Dickenson	Elk Creek	September 8, 1895
11	Rhoda Riss	Worcester	January 12, 1896
16	Lillian Kibbey	Richfield Spa	February 1, 1896
OSWEGO COUNTY—SECOND DISTRICT			
2	Mary Elliott	Unadilla	August 2, 1895
3	Alida Breese	Morris	August 2, 1895
4	Frank B. Chapman	Wellsbridge	August 9, 1895
5	Frank M. Dickenson	Hartwick	October 20, 1895
6	Eugene G. Putnam	South Hartwick	March 5, 1896
7	Calvin Derrick	Portlandville	May 6, 1896
8	Samuel E. Read	Oneonta	June 1, 1896
9	Caloline D. Burlbutt	Oneonta	June 1, 1896
10	M. La Frasier	Oneonta	June 27, 1896
11	Mrs. A. C. Woolhouse	Edineston	June —, 1896

HOLDERS OF FIRST GRADE CERTIFICATES — (Continued)

Number of certificate	COUNTY, DISTRICT AND NAME	Post office address	Date of certificate
PUTNAM COUNTY			
197	Carrie M. Lomb	Brewster	May 15, 1896
QUEENS COUNTY — FIRST DISTRICT			
13	Ellisa W. Alberger	College Point	August 30, 1895
14	Minnie Fairbrother	Flushing	August 30, 1895
15	Mary Godley	Bayside	August 30, 1895
16	Mabel L. Oyster	Whitestone	August 30, 1895
17	Sophia A. Rausch	College Point	August 30, 1895
18	Seima E. Swenson	Flushing	August 30, 1895
19	Mary M. Smith	Whitestone	August 30, 1895
20	Annie R. McInerney	Laurel Hill	April 30, 1896
21	Fausto T. Mulligan	Flushing	April 30, 1896
22	Jennie L. Patterson	Brooklyn	April 30, 1896
23	Harriette K. Williams	Whitestone	April 30, 1896
QUEENS COUNTY — SECOND DISTRICT			
8	Ida J. Terhune	Corona (L. I.)	September 5, 1895
9	Marleita Van Zandt	390 Madison av. Albany	September 30, 1895
10	Henry F. Athro	Woodbury	April 16, 1896
11	Jasper Bennett	Baldwin	April 30, 1896
12	Mabel Jacques	Lynbrook	April 30, 1896
RENSSELAER COUNTY — FIRST DISTRICT			
2	Marie G. Lempe	Lansingburgh	September 2, 1895
3	Isabella T. Hume	Lansingburgh	September 2, 1895
4	Marvin B. Downing	Fittstown	September 10, 1895
5	Mary A. Kiehl	Hoosick Falls	September 23, 1895
6	Teresa Slattery	Hoosick Falls	September 23, 1895
7	Relen E. Donley	Hoosick Falls	December 20, 1895
8	M. Margaret Reid	Lansingburgh	February 2, 1896
RENSSELAER COUNTY — SECOND DISTRICT			
2	Elmer S. Morris	East Schodack	September 2, 1895
3	M. Adella Brown	Bath-on-the-Hudson	September 24, 1895
4	Anna S. Dye	Hancock, Mass.	October 7, 1895
5	Carrie C. Miles	East Albany	November 1, 1895
1	Mary S. Dee	Hancock, Mass.	January 31, 1896
2	Harriet A. Massey	Mechanicville	April 29, 1896
3	Elizabeth H. Dee	Hancock, Mass.	July 30, 1896
RICHMOND			
30	Minnie O'Hanlon	Stapleton	September 2, 1895
31	Elizabeth Haverly	New Brighton	September 6, 1895
32	Mary C. Cole	Tottenville	September 7, 1895
33	Kate E. Hayes	33 Mechanic st. Port Jervis	September 17, 1895
34	Amelia D. Holmes	Mariners' Harbor	December 2, 1895
35	Lottie E. Wright	West New Brighton	January 2, 1896
36	Lizzie L. Hurley	New Brighton	April 7, 1896
37	Thomas C. Hart	Stapleton	April 6, 1896
ROCKLAND			
41	Florence Dunlop	Piermont	August 31, 1895
42	Carrie H. Sullivan	Haverstraw	August 31, 1895
43	Anna M. Heitlinger	Stony Point	August 31, 1895
44	Mary E. Sullivan	Nyack	April 7, 1896
ST. LAWRENCE COUNTY — FIRST DISTRICT			
1	Wm. T. Clark	Halesboro	September 2, 1895
2	Bertha Knight	Gouverneur	September 2, 1895
3	John B. Laidlaw	Gouverneur	September 2, 1895
4	Doris Leach	Gouverneur	September 2, 1895
5	Carrie Pike	Gouverneur	September 2, 1895
6	Harriet Marshall	Romerville	September 2, 1895
7	Nellie Gray	Gouverneur	September 2, 1895
8	Bertha Woodcock	Fowler	December 2, 1895
9	Sadie Parsons	Gouverneur	February 1, 1896
10	Rupert Nisbeth	Hammond	February 2, 1896

HOLDERS OF FIRST GRADE CERTIFICATES — (Continued)

Number of certificate.	COUNTY, DISTRICT AND NAME	Post office address	Date of certificate
	ST. LAWRENCE COUNTY—SECOND DISTRICT		
14	Wm. E. Kelly.....	Morley.....	August 19, 1895
16	Agnes Marshall.....	De Kalb Junction.....	June 10, 1896
15	J. Wm. Rutherford.....	Waddington.....	August 31, 1895
	ST. LAWRENCE COUNTY—THIRD DISTRICT		
16	Gertrude Austin.....	Norwood.....	August 9, 1895
16	Eva Waldron.....	Norfolk.....	August 9, 1895
17	Charlotte Bowen.....	South Colton.....	August 9, 1895
18	Rose M. Libby.....	Colton.....	March 6, 1896
	SARATOGA COUNTY—FIRST DISTRICT		
11	Jennie Comstock.....	Ballston Spa.....	September 24, 1895
12	Emma Merchant.....	Ballston Spa.....	September 24, 1895
13	Anna Durham.....	Stillwater.....	April 24, 1896
14	Harriet R. Hegeman.....	North Milton.....	April 24, 1896
15	Carrie E. Coons.....	Ballston Spa.....	April 24, 1896
	SARATOGA COUNTY—SECOND DISTRICT		
64	Lewis C. Mixer.....	Middle Grove.....	August 9, 1895
65	Mary Richards.....	Fort Edward.....	August 9, 1895
66	Myra J. Holmes.....	Saratoga.....	August 9, 1895
67	Margaret Kelly.....	Glens Falls.....	August 9, 1895
68	Margaret Mouahan.....	Saratoga.....	August 9, 1895
1	Helen M. Payne.....	Ballston Spa.....	April 28, 1896
	SCHENECTADY COUNTY		
1	John Bigsbee.....	Scotia.....	November 27, 1895
2	Frank B. Hess.....	Quaker Street.....	November 27, 1895
3	Sara L. Gardiner.....	Charlton.....	November 27, 1895
4	Grace P. Hess.....	Quaker Street.....	June 20, 1896
5	Frances A. Underhill.....	Schenectady.....	July 31, 1896
	SCHOHARIE COUNTY—FIRST DISTRICT		
7	Urminda C. Becker.....	Middleburgh.....	September 19, 1895
8	Sophorissba P. Handy.....	Schoharie.....	March 6, 1896
	SCHOHARIE COUNTY—SECOND DISTRICT		
10	Ella Morgan.....	Cobleskill.....	September 20, 1895
11	Mabel L. Prevear.....	Cobleskill.....	September 21, 1895
12	Wilder S. Beard.....	Jefferson.....	February 8, 1896
13	Lucy D. Minor.....	Eminence.....	May 7, 1896
	SCHUYLER COUNTY		
2	Clara Beardsley.....	Catharine.....	August 1, 1895
5	Emma B. Briggs.....	Montour Falls.....	August 30, 1895
3	Dell M. Coe.....	Montour Falls.....	August 1, 1895
6	Eva A. Coe.....	Montour Falls.....	January 1, 1896
7	M. Grace Ford.....	Montour Falls.....	August 30, 1895
8	Edith Henderson.....	Montour Falls.....	August 30, 1895
9	Lucy O. Jones.....	Odessa.....	August 30, 1895
4	Frank L. Miller.....	North Hector.....	August 30, 1895
10	Ida May Piper.....	Townsend.....	August 30, 1895
11	Mary Robinson.....	Bradford.....	August 30, 1895
12	L. Estelle Sutton.....	Reading Centre.....	August 30, 1895
	SENECA COUNTY		
2	Harriet S. Chatham.....	Seneca Falls.....	August 30, 1895
3	Anna E. McKeon.....	Seneca Falls.....	September 3, 1895
4	William Bumpus.....	Waterloo.....	September 3, 1895
5	F. Elizabeth Brehm.....	Waterloo.....	September 3, 1895
6	Josephine S. Buck.....	Waterloo.....	September 3, 1895
7	Mary Clark.....	Waterloo.....	September 3, 1895
8	Julia M. Geer.....	Seneca Falls.....	September 3, 1895
9	Nellie E. Gridley.....	Waterloo.....	September 3, 1895
10	Harriet Mosher.....	Waterloo.....	September 3, 1895
11	Sarah Pearson.....	Waterloo.....	September 3, 1895
12	Mary Rice.....	Waterloo.....	September 3, 1895

HOLDERS OF FIRST GRADE CERTIFICATES — (Continued)

Number of certificate	COUNTY, DISTRICT AND NAME	Post office address	Date of certificate
	SENECA COUNTY—(Continued)		
13	H. Maude St. John.....	Waterloo.....	September 3, 1895
14	Marguerite Ten Eyck.....	Waterloo.....	September 3, 1895
15	Jacob L. Van Derveer.....	Lysander.....	September 3, 1895
16	Isabelle W. Welch.....	Waterloo.....	September 3, 1895
	STEBEN COUNTY—FIRST DISTRICT		
37	Jenette M. Foster.....	Savona.....	September 3, 1895
38	Wm. T. Paddock	Prattsburg	September 2, 1895
39	Geo. J. Bryan	Savona.....	September 5, 1895
40	Mary E. McNamara	Bath	September 3, 1895
41	Frank S. Simons.....	Avoca	September 30, 1895
42	Harriet L. Howe.....	Bath	December 1, 1895
43	Nettie Conine.....	Bath	December 1, 1895
44	Charlotte Sedgwick.....	Bath	December 2, 1895
45	Anna Freeman	Bath	December 2, 1895
46	Anna S. Kysor.....	Bath	December 17, 1895
47	Minnie R. Alderman.....	Thurston	January 20, 1896
48	Lizzie G. Hadden.....	Bath	February 8, 1896
49	R. S. Bradbury	Pultney.....	January 10, 1896
50	E. J. Trant	Prattsburgh.....	April 7, 1896
51	Alida E. Rippey	Prattsburgh.....	April 30, 1896
52	Frederica K. Henica.....	Bath.....	May 4, 1896
	STEBEN COUNTY—SECOND DISTRICT		
4	Rose W. Morgan	Lindley.....	September 9, 1895
5	M. A. McDowell.....	Addison.....	October 7, 1895
6	Fred. J. Smith.....	Addison.....	January 2, 1896
	STEBEN COUNTY—THIRD DISTRICT		
5	Matty S. Corey	Canisteo	September 6, 1895
6	Ada C. Bardwell.....	Whitney's Crossing ..	September 19, 1895
7	Caleb Simons.....	Hempstead.....	September 1, 1895
	SUFFOLK COUNTY—FIRST DISTRICT		
22	Willard S. French.....	East Hampton.....	August 30, 1895
23	Anna A. Rogers.....	Bridgehampton	September 8, 1895
24	O. F. Payne.....	Southold	October 1, 1895
	SUFFOLK COUNTY—SECOND DISTRICT		
	None issued .....	.....	.....
	SULLIVAN COUNTY—FIRST DISTRICT		
14	Edward C. Neiger.....	Kenoza Lake	August 30, 1895
15	Elizabeth Strong.....	Bloomingsburg	September 9, 1895
16	Geo. M. Weller.....	Maplewood	August 9, 1895
	SULLIVAN COUNTY—SECOND DISTRICT		
33	Ralph Annis	Liberty	August 3, 1895
34	Isaac Lwin	Monticello	September 1, 1895
35	Lester Woolsey	Livingston Manor....	September 1, 1895
36	Adelbert Eller.....	Devine's Corners	September 25, 1895
	TIOGA COUNTY		
58	Anna L. Hertick.....	Flemingville.....	September 9, 1895
59	Mary H. Ackerman.....	Jenksville.....	October 11, 1895
60	Lena M. Angell.....	Newark Valley.....	October 11, 1895
61	Helena A. Bishop	Newark Valley.....	October 11, 1895
62	Anna H. Graff.....	Newark Valley.....	October 11, 1895
63	Nellie M. Springer	Lockwood	October 11, 1895
64	Cora O. Wiggins.....	Nichols	October 11, 1895
	TOMPKINS COUNTY—FIRST DISTRICT		
21	Bettie Hyman	Ithaca	September 9, 1895
22	Mabel Martin	Ithaca	September 9, 1895
	TOMPKINS COUNTY—SECOND DISTRICT		
9	Glen E. Mos.....	West Groton	August 2, 1895
10	Nellie M. Yapple.....	Slaterville.....	September 30, 1895
11	Flora Lencerbeaux.....	West Groton	September 30, 1895
12	Lizzie E. Smith.....	Heddens.....	September 30, 1895

HOLDERS OF FIRST GRADE CERTIFICATES — (Continued)

Number of certificates	COUNTY, DISTRICT AND NAME	Post office address	Date of certificate
	ULSTER COUNTY—FIRST DISTRICT		
42	Louise H. Base	Saugerties	August 9, 1895
43	Nettie Overbaugh	Kingston	August 2, 1895
44	William J. Joy	Chichester	August 9, 1895
	ULSTER COUNTY—SECOND DISTRICT		
1	Grace Holmes	Kingston	September 30, 1895
2	Henry A. Strongman	Highland	September 30, 1895
3	Fanny N. Bruyn	Highland	September 30, 1895
4	Martha Smith	Modena	September 30, 1895
578	ULSTER COUNTY—THIRD DISTRICT		
	Mary Helmsman	Ellenville	May 20, 1896
	WARREN COUNTY—FIRST DISTRICT		
4	Ella A. Potter	Chesterstown	September 3, 1895
5	Annie Murray	Glen Falls	September 3, 1895
	WARREN COUNTY—SECOND DISTRICT		
	None issued		
	WASHINGTON COUNTY FIRST DISTRICT		
4	Blanch L. Mory	Fort Edward	September 9, 1895
5	Anna L. Campbell	West Hebron	October 1, 1895
6	Chas. L. Center	Eagle Bridge	October 17, 1895
7	Eva L. Stewart	Salem	January 13, 1896
8	Helen Stevenson	Salem	March 6, 1896
	WASHINGTON COUNTY SECOND DISTRICT		
47	Mary Neville	West Granville	September 6, 1895
48	Eugene Woodward	Hartford	February 14, 1896
49	May Combs	Whitehall	February 14, 1896
50	Mary Corcoran	Sandy Hill	September 1, 1895
51	Jessie Leahy	Fair Haven	February 12, 1896
52	Floia Center	Whitehall	February 12, 1896
53	Pauline Virgil	Whitehall	February 12, 1896
54	Nettie Flood	Sandy Hill	January 30, 1896
55	Lewis Dougan	Middle Granville	July 1, 1896
56	Mabel Higley	Hartford	June 8, 1896
57	Fanny Wright	Hartford	May 4, 1896
58	Mary E. Foley	Sandy Hill	July 31, 1896
59	Sarah Blaindell	Smith's Basin	July 31, 1896
60	Etta Clapp	Belcher	July 31, 1896
61	Ester L. Kingwell	Poultney	July 31, 1896
62	Nellie McHenry	Middle Granville	July 31, 1896
63	Jessie J. Rice	Patten's Mills	July 31, 1896
64	Carrie M. Todd	Sandy Hill	July 31, 1896
65	Louisa Dewey	Sandy Hill	July 31, 1896
	WAYNE COUNTY—FIRST DISTRICT		
4	Carrie H. Bliss	Clyde	September 21, 1895
5	Kittie Quereau	Red Creek	March 6, 1896
6	Victor J. Briggs	Red Creek	March 6, 1896
7	Myron O. Thrupp	Sodus	March 6, 1896
8	Armon Spencer	Alton	March 6, 1896
	WAYNE COUNTY—SECOND DISTRICT		
2	B. R. Plutler	Furnacoville	September 3, 1895
3	Anna G. Putnam	Ontario	September 3, 1895
4	Chester J. Sanford	Marion	September 13, 1895
5	Estelle Fowler	Ontario	September 13, 1895
	WESTCHESTER COUNTY FIRST DISTRICT		
30	Alfred H. Lewis	Rye	September 3, 1895
31	Mary A. Hickey	Williams Bridge	September 3, 1895

HOLDERS OF FIRST GRADE CERTIFICATES — (Concluded)

Number of certificate	COUNTY, DISTRICT AND NAME	Post office address	Date of certificate
WESTCHESTER COUNTY — SECOND DISTRICT			
230	Mary E. Ingersoll.....	White Plains.....	August 19, 1895
231	Margaret A. Condon.....	Port Chester.....	January 14, 1896
232	Mary P. Dunbar	Hastings.....	May 7, 1896
233	Nellie M. Foster.....	Sing Sing.....	May 7, 1896
WESTCHESTER COUNTY — THIRD DISTRICT			
49	Will C. Hull.....	Lake Waccabuc.....	September 3, 1895
50	Cassian J. Driscoll.....	Amawalk.....	September 3, 1895
51	Anthemian Murray.....	Amawalk.....	September 3, 1895
52	Eusebius Moore.....	Amawalk.....	September 3, 1895
53	Joseph A. Shallow.....	Amawalk.....	September 3, 1895
54	Vincent P. Moynahan.....	Amawalk.....	September 3, 1895
55	Charles Foley.....	Amawalk.....	September 3, 1895
56	Maurice J. Carr.....	Amawalk.....	September 3, 1895
57	Cyril J. Donnelly.....	Amawalk.....	September 3, 1895
58	Daniel Sullivan.....	Amawalk.....	September 5, 1895
59	Mary T. Evins.....	Peekskill.....	September 3, 1895
1	Francis Luke Tunney.....	Amawalk.....	May 12, 1896
WYOMING COUNTY — FIRST DISTRICT			
14	George Hartwell.....	Wyoming.....	September 27, 1895
15	Mrs. Ella K. Avery.....	La Grango.....	March 27, 1896
16	Alice Hurlburt.....	Attica.....	May 1, 1896
17	Anna E. McDowell.....	Linwood (Liv. Co.) ..	May 1, 1896
WYOMING COUNTY — SECOND DISTRICT			
6	Mary F. Warren.....	Castile.....	August 9, 1895
YATES COUNTY			
18	Emma Thompson.....	Dundee.....	August 5, 1895
19	Emma L. Cole.....	Penn Yan.....	September 2, 1895
20	Martin J. Howell.....	Dundee.....	September 2, 1895
21	Geo. B. Kloner.....	Dresden.....	September 2, 1895
22	J. G. McConnell.....	Macedon.....	September 2, 1895
23	Geo. H. Hoxie.....	Penn Yan.....	September 3, 1895
24	Minnie F. Hermans.....	Milo Center.....	January 27, 1896
25	Mrs. Ella R. Walter.....	Penn Yan.....	April 25, 1896
26	Lloyd C. Stewart.....	Hornby.....	May 1, 1896

5. FIRST GRADE CERTIFICATES RENEWED

Following is a list of all teachers whose first grade certificates have been renewed under the uniform system of examinations in the State of New York, from July 31, 1895, to July 31, 1896, giving date of certificates and period of time for which renewed.

Number of certificates	NAME OF CANDIDATE AND POST OFFICE ADDRESS	Date of certificate	Date of renewal	Length of renewal
	ALBANY COUNTY—FIRST DISTRICT			Yrs.
13	Elizabeth Becker, Clarksville.....	August 21, 1890	August 21, 1895	5
4	E. H. Parker, Voorheesville.....	August 20, 1890	October 9, 1895	5
10	George A. Conklin, Ravena.....	March 19, 1891	March 10, 1896	5
	ALBANY COUNTY—SECOND DISTRICT			
	None renewed.....	.....	.....	.....
	ALBANY COUNTY—THIRD DISTRICT			
	Newton J. Ferguson, Guilderland Centre....	Sept. 17, 1890	Sept. 17, 1895	5
	Emma G. Riggs, Newtonville.....	Dec. 20, 1890	Dec. 2, 1895	5
	Margaret R. Sullivan, Menands.....	March 3, 1891	March 8, 1896	5
	ALLEGANY COUNTY—FIRST DISTRICT			
	Viola Crowell, Centreville.....	March. 1890	August 12, 1895	4½
	ALLEGANY COUNTY—SECOND DISTRICT			
13	James M. Reed, Millsville.....	August 5, 1890	August 5, 1895	5
1	Lizzie M. Ostrander, Almond.....	March 4, 1891	March 4, 1896	5
	BROOME COUNTY—FIRST DISTRICT			
12	Gertie E. Tracy, Whitney's Point.....	August 20, 1890	August 20, 1895	5
	Kate C. Watrous, State Line.....	August 19, 1890	August 19, 1895	5
2	O. F. Wiggins, Vallonia Springs.....	March 7, 1891	March 7, 1896	5
	BROOME COUNTY—SECOND DISTRICT			
6	Andrew Burghardt, Lisle.....	August 14, 1888	August 14, 1895	1
14	Helena Clarke, Whitney's Point.....	March 4, 1891	March 4, 1896	3
	CATTARAUGUS COUNTY—FIRST DISTRICT			
5	Minnie Landon, Delavan.....	March 4, 1891	Feb. 26, 1896	5
8	Emma Drake, Franklinville.....	August 19, 1891	August 1, 1896	5
	CATTARAUGUS COUNTY—SECOND DISTRICT			
27	Christina Gasimann, Randolph.....	August 19, 1890	August —, 1895	5
28	Emma V. Kirkland, Randolph.....	August 19, 1890	August —, 1895	5
30	Grace E. Johnson, Gowanda.....	August 19, 1890	August —, 1895	.....
32	Zetta P. Black, Salamanca.....	March 3, 1891	March —, 1896	5
	CAYUGA COUNTY—FIRST DISTRICT			
12	Jennie Lamont, Meridian.....	August 30, 1890	August 30, 1895	5
18	Elizabeth L. Bradley, Ira.....	August 31, 1890	August 30, 1895	5
	CAYUGA COUNTY—SECOND DISTRICT			
7	Clara L. Bevier, Owasco.....	March 9, 1891	Feb. 26, 1896	5
	CHAUTAUQUA COUNTY—FIRST DISTRICT			
12	Mary A. Stowell, Mayville.....	August 20, 1890	August 8, 1895	5
13	Mrs. Mary Coye Slotboom, Clymer.....	August 20, 1890	August 20, 1895	4
1	Mrs. Jennie Hill Powers, Panama.....	March 4, 1891	March 4, 1896	2
	CHAUTAUQUA COUNTY—SECOND DISTRICT			
.....	R. A. Mathewson, Irving.....	August 20, 1890	August 20, 1895	5
	CHAUTAUQUA COUNTY—THIRD DISTRICT			
	None renewed.....	.....	.....	.....
	CHEMUNG COUNTY			
14	Maggie B. Sullivan, Horseheads.....	March 13, 1889	August 30, 1896	8
15	Cora M. Brown, North Chemung.....	March 13, 1889	August 20, 1896	5
27	Jennie Robbins, Southport.....	March 5, 1890	May 4, 1896	5

FIRST GRADE CERTIFICATES RENEWED — (Continued)

Number of certificates	NAME OF CANDIDATE AND POST OFFICE ADDRESS	Date of certificate	Date of renewal	Length of renewal
	CHENANGO COUNTY—FIRST DISTRICT			Yrs.
7	A. G. Leach, Norwich	August 19, 1890	August 17, 1895	5
	CHENANGO COUNTY—SECOND DISTRICT			
9	Phebe E. Hayes, North Fenton	August 19, 1890	August 19, 1895	5
10	Albert B. Merriam, McDonough	August 19, 1890	August 19, 1895	5
	*Floyd D. Aldrich, Guilford Centre	May 8, 1898	June 10, 1896	8
	CLINTON COUNTY—FIRST DISTRICT			
7	Grace W. Barker, Plattsburgh	October 14, 1890	October 14, 1895	5
8	Mary E. Congrave, Plattsburgh	June 30, 1890	Sept. 9, 1895	5
5	S. Gertrude Barker, Plattsburgh	October 14, 1890	Sept. 9, 1895	4
10	Lillian B. Silles, Plattsburgh	August 22, 1890	Sept. 9, 1895	5
6	Fred E. Duffy, Mooers	March 5, 1891	March 5, 1896	5
	CLINTON COUNTY—SECOND DISTRICT			
	None renewed			
	COLUMBIA COUNTY—FIRST DISTRICT			
24	Bessie C. Pulver, Boston Corners	Sept. 4, 1890	Sept. 4, 1895	5
25	Aida Rowe, Philmont	March 4, 1891	March 4, 1896	5
26	Charles H. Boice, Copake	March 4, 1891	March 4, 1896	5
	COLUMBIA COUNTY—SECOND DISTRICT			
10	Arthur T. Bennett, Havyesant Falls	March 4, 1891	March 4, 1896	4
11	Amy Pultz, Hudson	March 4, 1891	March 4, 1896	5
	CORTLAND COUNTY—FIRST DISTRICT			
	None renewed			
	CORTLAND COUNTY—SECOND DISTRICT			
0	Michael McGraw, Truxton	August 23, 1890	August 23, 1895	5
2	Maudie M. Alvord, Homer	March 4, 1891	March 4, 1891	5
	DELAWARE COUNTY—SECOND DISTRICT			
18	Etta B. O'Brien, Du-raven	March 14, 1890	August 10, 1895	5
4	Emma A. Smith, Kortright	March 13, 1891	August 22, 1895	5
6	Anna S. Stewart, Kortright	March 31, 1891	March 14, 1896	5
	DUTCHESS COUNTY—FIRST DISTRICT			
	Ida M. Hustis, Glenham	August 20, 1890	August 20, 1895	4
	Amy Shaw, Fishkill	August 20, 1890	August 20, 1895	5
	Jennie H. De-n Patterson	March 7, 1890	August 6, 1895	4
	Maggie McIntire, McIntire	August 8, 1890	August 8, 1895	5
	Carrie L. Wiltale, Fishkill-on-Hudson	August 20, 1890	August 20, 1895	5
	Augusta Fulton, Wapinger Falls	August 20, 1890	August 20, 1895	5
	Emily A. Cline, Milberton	August 20, 1890	August 20, 1895	5
	Jennie F. Hoyt, Hughsonville	August 20, 1890	August 20, 1895	5
	Alice M. Sutherland, Matteawan	Sept. 11, 1890	Sept. 11, 1895	5
	Franc. Sherwood, Matteawan	March 18, 1891	March 18, 1896	5
	Edgar H. Kilmer, Bangall	March 4, 1891	March 4, 1896	5
	Lou Van Cott, Arlington	March 4, 1891	March 4, 1896	5
	Abda G. Reid, Matteawan	March 4, 1891	March 4, 1896	5
	Fannie A. Smith, N. Hackensack	March 4, 1891	March 4, 1896	5
	Carrie C. Hooper, Fishkill-on-Hudson	March 4, 1891	March 4, 1896	5
	Annie Robinson, Stanfordville	March 4, 1891	March 4, 1896	5
	Lona M. Crayton, Chittenango	August 1, 1891	July 31, 1896	5
	DUTCHESS COUNTY—SECOND DISTRICT			
	Merritt V. Wallace, Pleasant Plains	August 21, 1890	August 12, 1895	5
	FRANK COUNTY—FIRST DISTRICT			
15	Mary M. Edwards, Tonawanda	March 14, 1891	March 14, 1896	5
17	Mamie L. Cutler, Tonawanda	March 14, 1891	March 14, 1896	5
19	Kate Beilinger, Tonawanda	Sept. 30, 1891	Sept. 30, 1896	5

* This is the second renewal.

FIRST GRADE CERTIFICATES RENEWED — (Continued)

Number of certificates	NAME OF CANDIDATE AND POST OFFICE ADDRESS	Date of certificate	Date of renewal	Length of renewal
.....	ERIE COUNTY—SECOND DISTRICT Mayme J. Doyle (Heath), Hamburg.....	August 19, 1890	August 16, 1895	Yrs. 5
1	ERIE COUNTY—THIRD DISTRICT W. H. Davis, North Collins.....	April 8, 1890	October 1, 1895	5
11	ESSEX COUNTY—FIRST DISTRICT Mary McFarland Keene.....	August 26, 1890	August 26, 1895	5
1	Alice E. Abel, Elizabethtown.....	March 3, 1891	February 7, 1896	5
9	ESSEX COUNTY—SECOND DISTRICT Mary E. McDonald, Port Henry.....	August 22, 1890	August 22, 1895	5
12	FRANKLIN COUNTY—FIRST DISTRICT Hattie C. Deane, Paul Smith's.....	August 20, 1890	August 20, 1895	5
.....	FRANKLIN COUNTY—SECOND DISTRICT Harlow Godard, Fort Covington.....	March 31, 1891	March 31, 1896	5
30	FULTON COUNTY Ella Sager, Gloversville.....	Sept. 4, 1890	Sept. 4, 1895	5
31	Bell Jordan, Pine Lake.....	Nov. 7, 1890	Nov. 7, 1895	5
33	Mary E. Kelly, Emmonsburg.....	Dec. 1, 1890	Dec. 1, 1895	5
34	Anna Kelly, Emmonsburg.....	Dec. 1, 1890	Dec. 1, 1895	5
1	Anna B. Holcombe, Gloversville.....	March 12, 1891	March 12, 1896	4
2	Amanda McLaughlin, Ephratah.....	March 16, 1891	March 16, 1896	5
32	GENESEE COUNTY Fred W. Hamilton, Bethany.....	August 20, 1890	August 20, 1895	5
33	Carey E. Hoxie, West Bethany.....	August 20, 1890	August 20, 1895	5
34	Clara Frick, Stafford.....	August 20, 1890	August 20, 1895	5
35	Charles F. Walker, Byron.....	August 20, 1890	August 20, 1895	5
36	Burt B. Farnsworth, Oakfield.....	March 4, 1891	March 4, 1896	5
37	Willis J. Frick, Stafford.....	March 4, 1891	March 4, 1896	5
24	GREENE COUNTY—FIRST DISTRICT Clara Richmond, Catskill.....	August 20, 1890	August 20, 1895	5
12	Charles Hale, Catskill.....	August 20, 1890	August 20, 1895	5
10	Ella De La Mater, Catskill.....	August 20, 1890	August 20, 1895	5
18	Helen O'Brien, Catskill.....	August 20, 1890	August 20, 1895	5
14	Elizabeth Wilkinson, Athens.....	March 6, 1891	Feb. 21, 1896	5
	GREENE COUNTY—SECOND DISTRICT None renewed.....	.....	.....	.....
	HAMILTON COUNTY None renewed.....	.....	.....	.....
45	HERKIMER COUNTY—FIRST DISTRICT Lulla M. Loveland, Middleville.....	March 4, 1891	January 24, 1896	5
507	HERKIMER COUNTY—SECOND DISTRICT M. Ella Brown, Waverly.....	August 20, 1890	August 21, 1895	5
11	Anna E. Hazleton, Solon.....	August 23, 1890	August 23, 1895	5
3	Emma Beilenger.....	March 4, 1891	March 4, 1896	4 1-12
8	Grace Stevens.....	March 15, 1891	March 15, 1896	5
2	W. G. Lewis, West Schuyler.....	March 12, 1891	March 12, 1896	5
	JEFFERSON COUNTY—FIRST DISTRICT Libbie M. Dayton, Mannsville.....	Sept. 12, 1890	Sept. 12, 1895	5
	Ella M. Smith, Rodman.....	March 4, 1891	March 14, 1896	1
	Martha J. Andrews, East Watertown.....	August 19, 1891	July 3, 1896	4
28	JEFFERSON COUNTY—SECOND DISTRICT Katie N. Bert, Redwood.....	August 20, 1890	August 20, 1895	5
8	Nellie Matthews, Carthage.....	Sept. 1, 1890	Sept. 1, 1895	5
6	Flora E. Kellogg, Carthage.....	Sept. 1, 1890	Sept. 1, 1895	2
7	Mrs. Hattie Merrill, Carthage.....	Sept. 1, 1890	Sept. 1, 1895	5
4	Hattie Werner, Philadelphia.....	Sept. 1, 1888	April 3, 1896	*
8	Leman C. Becker, Sterlingville.....	Sept. 1, 1888	April 30, 1896	†

* To September 1, 1897.

† To September 3, 1899.

FIRST GRADE CERTIFICATES RENEWED — (Continued)

Number of certificates	NAME OF CANDIDATE AND POST OFFICE ADDRESS	Date of certificate	Date of renewal	Length of renewal
	JEFFERSON COUNTY—THIRD DISTRICT			Yrs.
2	Philip S. Slate, Black River.....	August 20, 1890	August 20, 1895	5
3	Willis E. Bell, Adams.....	Sept. 9, 1890	Sept. 9, 1895	1
6	Clara M. Butler, Sackett's Harbor.....	March 14, 1888	January 2, 1896	2
	LEWIS COUNTY—FIRST DISTRICT			
	None renewed.....	.....	.....	.....
	LEWIS COUNTY—SECOND DISTRICT			
3	Iueez Tiffany, East Martinsburg.....	August 19, 1891	August 6, 1896	3
3	Cora A. Keener, Lowville.....	May 5, 1888	August 17, 1896	3
	LIVINGSTON COUNTY—FIRST DISTRICT			
1	Clara Douglas, Livonia.....	March 3, 1891	June 15, 1896	5
	LIVINGSTON COUNTY—SECOND DISTRICT			
	None renewed.....	.....	.....	.....
	MADISON COUNTY—FIRST DISTRICT			
12	Lucius L. Case, Nelson.....	*	August 20, 1895	3
7	Stephen R. Campbell, Lebanon.....	August 20, 1890	August 20, 1895	5
11	Jennie E. Freel, Leonardville.....	March 6, 1891	March 6, 1896	5
13	Lottie A. Williams, Hamilton.....	August 19, 1891	July 31, 1896	5
	MADISON COUNTY—SECOND DISTRICT			
	None renewed.....	.....	.....	.....
	MONROE COUNTY—FIRST DISTRICT			
28	L. Belle Sage, 1st district Cheunango Co.....	August 26, 1890	August 25, 1895	5
26	Marie O'Connor, 2d district Ontario Co.....	August 29, 1890	August 29, 1895	5
9	A. P. Shipley, 2d district Wayne Co.....	Sept. 2, 1890	Sept. 2, 1895	5
16	Ella H. D. Law, Webster.....	March 4, 1891	March 4, 1896	4½
17	Carlotta Burt, Honeoye Falls.....	March 4, 1891	March 4, 1896	5
	MONROE COUNTY—SECOND DISTRICT			
14	Mrs. Tryphena C. Stone, Rochester.....	April 17, 1889	Nov. 30, 1895	5
10	Fred. E. Darling, Adams Basin.....	March 4, 1891	March 4, 1896	5
	MONTGOMERY COUNTY			
	Adam Yorden, Sprout Brook.....	August —, 1890	August 3, 1895	5
	Georgia E. Shibley, Rural Grove.....	Sept. —, 1890	August 14, 1895	5
	Jennie Vrooman, Amsterdam.....	August —, 1890	August 26, 1895	5
	Elizabeth Donnan, Amsterdam.....	August —, 1890	August 28, 1895	4½
4	Ephraim Failing, Fort Plain.....	March 4, 1891	Feb. 21, 1896	5
8	Mary Hobbs, Amsterdam.....	March 2, 1892	March 2, 1896	4
	NIAGARA COUNTY—FIRST DISTRICT			
5	Carrie A. Bradley, Warren's Corners.....	August 20, 1890	August 20, 1895	5
6	D. S. Dehehimer, North Tonawanda.....	August 20, 1890	August 20, 1895	5
2	Cora B. Adams, Lockport.....	August 19, 1891	August 19, 1896	5
	NIAGARA COUNTY—SECOND DISTRICT			
11	Isaac F. Devlin, Youngstown.....	August 25, 1890	August 26, 1895	5
18	Mary A. Walsh, Lewiston.....	Sept. 1, 1890	Sept. 2, 1895	5
14	Wm. D. Wisner, Ransomville.....	Sept. 1, 1890	Sept. 2, 1895	5
15	Elmer B. Townsend, Ridge Road.....	Sept. 1, 1890	Sept. 2, 1895	2
1	Adelaide L. Harris, Ransomville.....	March 9, 1891	March 10, 1896	5
	ONRIDA COUNTY—FIRST DISTRICT			
7	John R. Pugh, Maynard.....	August —, 1890	August —, 1895	5
	A. M. Scripture, New Hartford.....	August —, 1890	August —, 1895	5
5	Margaret M. Shaw, Deerfield.....	August 19, 1890	August 19, 1895	5
1	Kate Beaton, North Gage.....	March 5, 1891	March 5, 1896	4½
	ONRIDA COUNTY—SECOND DISTRICT.			
	Chas. D. Pitcher, Lowville.....	March 4, 1891	March 4, 1896	5
	E. E. Edgerton, Clayville.....	October 9, 1891	July 31, 1896	5

* Issued by D. Keating.

FIRST GRADE CERTIFICATES RENEWED — (Continued)

Number of certificates	NAME OF CANDIDATE AND POST OFFICE ADDRESS	Date of certificate	Date of renewal	Length of Yr
ONEIDA COUNTY — THIRD DISTRICT				
262	E. F. Doran, Durhamville.....	August 22, 1890	August 1, 1896	
	H. L. Hyland, Higginsville.....	Dec. 20, 1890	Dec. 20, 1895	
14	Will J. John, Camden.....	Dec. 31, 1890	January 1, 1896	
	O. S. Williams, Florence.....	Nov. 20, 1890	Nov. 1, 1895	
5	E. Luther Evans, Rome.....	August 20, 1895	.....
ONEIDA COUNTY — FOURTH DISTRICT				
1	M. Emma Palmer, Ava.....	March 29, 1889	Nov. 1, 1895	
OXONDAGA COUNTY — FIRST DISTRICT				
	Anna O'Neil, Liverpool.....	August 20, 1890	August 20, 1895	
	Anna L. McCord, Liverpool.....	March 4, 1891	March 2, 1896	
	G. N. White, Camillus.....	.....	Sept. 1, 1896	
OXONDAGA COUNTY — SECOND DISTRICT				
	None issued.....	.....	.....
OXONDAGA COUNTY — THIRD DISTRICT				
	E. A. Winchell, De Ruyter.....	Sept. 1, 1890	Sept. 1, 1895	
	Wm. R. Alsever, Jameville.....	Dec. 7, 1890	Dec. 7, 1895	
	Anna Coughlin, Fayetteville.....	March 10, 1891	March 10, 1896	
	Abby L. Andrews, Fayetteville.....	March 10, 1891	March 10, 1896	
	Mary A. Dowd, Fayetteville.....	March 10, 1891	June 1, 1896	
ONTARIO COUNTY — FIRST DISTRICT				
1	Cora D. Robinson, Clifton Springs.....	Sept. 6, 1891	Sept. 1, 1895	
2	Matilda H. Brewer, Geneva.....	Sept. 2, 1891	Sept. 3, 1895	
3	Clara Barber, Geneva.....	Sept. 2, 1891	Sept. 3, 1895	
ONTARIO COUNTY — SECOND DISTRICT				
27	Anna Rockwood, Canandaigua.....	August 20, 1891	August 20, 1895	
ORANGE COUNTY — FIRST DISTRICT				
21	Anna F. Lawson, Montgomery.....	March 4, 1891	Feb. 18, 1896	
23	Isaac F. Garrison, Fort Montgomery.....	March 4, 1891	March 4, 1896	
ORANGE COUNTY — SECOND DISTRICT				
7	Julia Kane Goshen.....	March 15, 1891	March 15, 1896	
8	Hattie H. Coleman, Port Jervis.....	March 15, 1891	March 15, 1896	
5	Sarah W. Houston, Florida.....	March 15, 1891	March 15, 1896	
6	Edward D. Johnson, Deckertown.....	March 15, 1891	March 15, 1896	
2	Cornelia Caskey, Port Jervis.....	March 16, 1891	March 15, 1896	
ORLEANS COUNTY				
18	Frances M. Wallace, Medina.....	August 20, 1890	August 20, 1895	
19	Ella Colby, Medina.....	August 20, 1890	August 20, 1895	
22	Minnie B. Glenn, Albion.....	August 20, 1890	August 20, 1895	
23	A. E. Flowers, Lyndonville.....	August 20, 1890	August 20, 1895	
24	Freeman E. McNall, Albion.....	March 4, 1891	January 20, 1896	
25	M. Adella Cornes, 303 Penn street, Buffalo....	August 14, 1889	January 20, 1896	
26	Winifred A. Ford, Medina.....	March 4, 1891	March 4, 1896	
27	Ida M. Balt, Albion.....	March 4, 1891	March 5, 1896	
28	Cora R. Byington, Albion.....	March 4, 1891	March 5, 1896	
29	Aaron L. Budd, Shelby.....	March 4, 1891	March 5, 1896	
30	A. Grace Harris, Albion.....	March 4, 1891	March 5, 1896	
31	Alice L. Harris, Albion.....	March 4, 1891	March 5, 1896	
32	Maria A. McCarthy, Albion.....	March 4, 1891	March 5, 1896	
OSWEGO COUNTY — FIRST DISTRICT				
5	Estelle G. Robinson, Fleming.....	August 19, 1890	August 19, 1895	
OSWEGO COUNTY — SECOND DISTRICT				
20	Marian M. Sanders, Cleveland.....	August 20, 1890	August 1, 1895	
24	Cora L. Harrington, Central Square.....	August 20, 1890	August 1, 1895	

FIRST GRADE CERTIFICATES RENEWED — (Continued)

Number of certificates	NAME OF CANDIDATE AND POST OFFICE ADDRESS	Date of certificate	Date of renewal	Length of renewal
	OSWEGO COUNTY — THIRD DISTRICT			Yrs
	Stella A. Pratt, Pulaski	August 22, 1890	August 22, 1896	5
	Carrie S. Norton, Sandy Creek	March 4, 1891	March 2, 1896	5
	Mrs. H. F. Foster, Pulaski	March 4, 1891	March 10, 1896	4
	Edith L. Rensick, Mexico	March 4, 1891	March 10, 1896	4
	Carrie R. Upson, Sandy Creek	August 19, 1891	August 1, 1896	4
	May E. Pruss, Lacomb	August 19, 1891	July 1896	5
	Frances Richardson, Pulaski	August 19, 1891	July 20, 1896	5
	OSWEGO COUNTY — FIRST DISTRICT			
	Julia C. Turner, Schugler Lake	August 20, 1890	August 20, 1895	4
	J. M. Reedy	August 20, 1890	August 20, 1895	5
	Frederic V. Webster, Westford	August 20, 1890	August 20, 1895	5
	Floyd S. Lowell, Schenectady	August 20, 1890	August 20, 1895	5
	Clarence J. Benjamin, Burlington Plaza	August 20, 1890	August 20, 1895	2
	Charles W. Sherman, Cherry Valley	March 4, 1891	March 4, 1896	5
	Anna E. Wicks, Westford	March 4, 1891	March 4, 1896	5
2	OSWEGO COUNTY — SECOND DISTRICT			3
	Mary Creeden, South New Berlin	August 20, 1890	August 20, 1895	
	PUTNAM COUNTY			
5	F. A. Hopkins, Carmel	Sept. 12, 1890	Sept. 15, 1895	5
7	S. Emmet Barker, Mahopie Falls	Sept. 12, 1890	Sept. 15, 1895	5
6	Louis M. Wright, Kent O'Fliffa	Sept. 12, 1890	August 10, 1896	5
	QUEENS COUNTY — FIRST DISTRICT			
14	Clara Harwood, near College Point	August —, 1890	August —, 1895	5
15	Adelaide S. Hicks, Thomaston	March 4, 1891	March 4, 1896	5
17	Margaret E. Field, Flushing	March 7, 1891	March 7, 1896	5
17	Kate A. Scott, Great Neck	March 9, 1891	March 9, 1896	5
14	Mary E. Sands, Flushing	March 5, 1891	March 5, 1896	5
	QUEENS COUNTY — SECOND DISTRICT			
11	Ellen Salt, Old Westbury	March 15, 1890	Sept. 21, 1895	5
162	Katherine H. Miller, Glen Head	March 8, 1891	March 3, 1896	5
26	Mable R. Howley, Oceans	March 4, 1891	March 4, 1896	5
16	Lillie Howland, Oyster Bay	March 4, 1891	March 4, 1896	5
11	Jessie M. Her, Jamaica	March 5, 1891	March 5, 1896	5
19	Frances T. Bryant, Seaford	March 20, 1891	March 20, 1896	5
22	Pauline V. Moore, Hempstead	August 19, 1891	June 20, 1896	5
20	Ella W. Everett, Jamaica	August 19, 1891	July 3, 1896	5
	RENSSELAER COUNTY — FIRST DISTRICT			
19	Helen Davis, Lansingburgh	August 20, 1890	August 20, 1895	5
17	Anna M. Agan, Johnsville	August 20, 1890	August 20, 1895	5
28	M. E. Woodruff, Lansingburgh	August 20, 1890	August 20, 1895	5
27	F. J. Sullivan, Troy	August 20, 1890	August 20, 1895	5
6	Louise Bant on, Hoosick Falls	Sept. 3, 1891	Sept. 3, 1895	5
5	Kate Colson, Hoosick Falls	Sept. 3, 1891	Sept. 3, 1895	5
11	Mary Movobum, Hoosick Falls	Sept. 3, 1891	Sept. 3, 1895	5
9	Carolyn V. Brooks, Lansingburgh	March 25, 1893	Sept. 9, 1895	4
27	Mary A. Hall, Hoosick Falls	August 20, 1890	Nov. 4, 1895	5
2	Ella F. Leonard, Hoosick Falls	March 4, 1891	March 4, 1896	5
3	D. H. Snyder, Hoosick Falls	March 4, 1891	March 4, 1896	5
	RENSSELAER COUNTY — SECOND DISTRICT			
14	Adam M. Hermann, Nassau	August 29, 1890	August 29, 1895	5
15	Emma K. Rice, Nassau	August 29, 1890	August 29, 1895	5
19	Bessie L. Ross, Sand Lake	October 1, 1890	October 1, 1895	5
20	Ida Van Broom, East Greenbush	March 4, 1891	March 4, 1896	5
21	David W. Helmer, East Nassau	March 4, 1891	March 4, 1896	5

* To July 30, 1899. † Five years from March 15, 1895. ‡ Five years from August 1, 1896.

FIRST GRADE CERTIFICATES RENEWED — (Continued)

Number of certificates	NAME OF CANDIDATE AND POST OFFICE ADDRESS	Date of certificate	Date of renewal	Length of renewal
	RICHMOND COUNTY			Yrs.
8	Mildred Griffith Stapleton	August 25, 1890	August 25, 1895	5
9	Anna L. Christopher Post Richmond	August 23, 1890	August 23, 1895	5
10	Mary A. Dobson, New Brighton	August 23, 1890	August 23, 1895	5
11	Margaret L. Fowler, Tappanville	August 20, 1891	July 31, 1896	5
12	George Hogan, New Brighton	August 20, 1891	July 31, 1896	5
	ROCKLAND COUNTY			
24	Annie E. Demarest, Nyack	August 19, 1890	August 19, 1895	5
27	Henry G. Knapp, Tulella	August 19, 1890	August 19, 1895	5
29	Maria F. Holmes, Haverstraw	August 10, 1890	August 19, 1895	5
	ST. LAWRENCE COUNTY—FIRST DISTRICT			
7	Charlotte Fell, Ogdensburg	August 2, 1890	August 2, 1895	5
4	Alida McFall, Gouverneur	August 18, 1891		
	ST. LAWRENCE COUNTY—SECOND DISTRICT			
	None renewed			
	ST. LAWRENCE COUNTY—THIRD DISTRICT			
8	Della I. Kinson, Brasher Falls	August 19, 1890	August 19, 1895	5
10	Curtis E. Renham, Nicholville	August 22, 1890	August 22, 1895	5
	SARATOGA COUNTY—FIRST DISTRICT			
23	Sadie Vangetworken, Waterford	August 25, 1890	August 25, 1895	5
34	Nellie M. Daveport, Stillwater	August 30, 1890	August 30, 1895	5
36	Kate A. P. Aston, Waterford	Sept. 2, 1890	Sept. 2, 1895	5
38	Sarah E. Plumber, Waterford	Sept. 2, 1890	Sept. 2, 1895	5
38	Anna J. Sheridan, Waterford	Dec. 9, 1890	Dec. 9, 1895	5
41	Mary E. Seely, Ballston Center	Sept. 2, 1890	Sept. 2, 1895	5
1	Nellie Hoisapple, Galway	March 5, 1891	March 5, 1896	5
	SARATOGA COUNTY—SECOND DISTRICT			
40	B. Jennie Hodges, King's Station	Sept. 2, 1890	February 1, 1896	5
	SCHENECTADY COUNTY.			
	None renewed			
	SCHOHARIE COUNTY—FIRST DISTRICT			
7	Levi P. Lawton, Hunter's Land	August —, 1891	August 23, 1896	5
8	Fred P. Jones, Ruth	March 12, 1891	March 6, 1896	4½
	SCHOHARIE COUNTY—SECOND DISTRICT			
19	Henry H. Nichols, Jefferson	August 20, 1890	August 20, 1895	5
45	Normour Hubbs, Cohlekill	Sept. 1, 1890	Sept. 1, 1895	5
1	Joseph D. Clegg, Jefferson	March 9, 1891	March 9, 1896	5
	SCHUYLER COUNTY			
25	Letitia Sorowl, Albany	August 20, 1890	August 20, 1895	5
27	Charles E. Raplee, Townsend	August 20, 1890	August 20, 1895	5
28	Albert L. Piper, Tyrone	August 20, 1890	August 20, 1895	5
	SENECA COUNTY			
20	May B. Van Dusen, Farmus	August 20, 1890	August 20, 1895	5
22	Clarence M. Andrews, Fayette	August 20, 1890	August 20, 1895	5
24	Ella G. Bennett, Canoga	August 20, 1890	August 20, 1895	5
27	Sarah E. Bennett, Canoga	August 20, 1890	August 20, 1895	5
28	Anna F. Martell, Waterloo	August 20, 1890	August 20, 1895	5
28	Kate C. Huber, Waterloo	August 27, 1890	August 27, 1895	5
1	Arthur C. Reimer, Geneva	March 10, 1890	June 14, 1895	4
1	Elsie F. Chatham, Ovid	March 4, 1891	March 6, 1896	5
	STEEBEN COUNTY—FIRST DISTRICT			
2	Margaret Smith, Bath	March 13, 1891	March 13, 1896	5
5	William Harrison, Wayde	March 23, 1891	March 23, 1896	5
22	Mary K. Bryan, Savona	Sept. 23, 1890	Sept. 23, 1895	5
	STEEBEN COUNTY—SECOND DISTRICT			
	No certificates renewed			
	STEEBEN COUNTY—THIRD DISTRICT			
	Elmer E. McDowell, Wallace	March 30, 1891	March 19, 1896	5

FIRST GRADE CERTIFICATES RENEWED — (Continued)

Number of certificates	NAME OF CANDIDATE AND POST OFFICE ADDRESS	Date of certificate	Date of renewal	Length of renewal
	SUFFOLK COUNTY—FIRST DISTRICT			Yrs.
	None renewed.....	.....	.....	.....
	SUFFOLK COUNTY—SECOND DISTRICT			
	None renewed.....	.....	.....	.....
	SULLIVAN COUNTY—FIRST DISTRICT			
	Rose A. Dillon, Bethel.....	March 3, 1891	March 3, 1896	5
	Howard C. Olmsted, Glen Wild.....	March 3, 1891	March 3, 1896	4
	Mary A. Frank, Monticello.....	March 3, 1891	March 3, 1896	5
	SULLIVAN COUNTY—SECOND DISTRICT			
	None renewed.....	.....	.....	.....
	TIOGA COUNTY			
732	Mazie A. Kline, Waverly.....	May 18, 1891	May 18, 1896	5
735	Mary Van Kleeck, 554 E. Church st., Elmira.	March 18, 1891	June 1, 1896	4 1-6
	TOMPKINS COUNTY—FIRST DISTRICT			
	None renewed.....	.....	.....	.....
	TOMPKINS COUNTY—SECOND DISTRICT			
2	Grant H. Halsey, W. Groton.....	March 4, 1891	April 10, 1896	4 1/2
6	M. Elizabeth Presher, Ithaca.....	Sept. 9, 1891	August 1, 1896	5
5	Anna M. Minturn, Lansingville.....	Sept. 9, 1891	August 1, 1896	5
	ULSTER COUNTY—FIRST DISTRICT			
40	Oscar N. Duesler, Rochester.....	August 23, 1890	August 12, 1895	5
23	Bessie Vredenburg, Kingston.....	August 27, 1890	August 27, 1895	5
26	Rowena Veruoooy, Kingston.....	March 7, 1891	March 2, 1896	5
	ULSTER COUNTY—SECOND DISTRICT			
3	Louise Jackson, Marlborough.....	March 12, 1890	January 19, 1895	5
4	Cornelia Purdy, Marlborough.....	March 12, 1890	March 12, 1895	5
	P. H. Cullen, Kingston.....	March 14, 1890	March 14, 1895	5
	ULSTER COUNTY—THIRD DISTRICT			
8	James T. Brewster, Pine Hill.....	.....	March 5, 1896	5
	WARREN COUNTY—FIRST DISTRICT			
	Phebe Mills, Glens Falls.....	August —, 1890	August —, 1895	5
	Elizabeth M. Miller, Glens Falls.....	March —, 1891	March —, 1896	5
	WARREN COUNTY—SECOND DISTRICT			
	None renewed.....	.....	.....	.....
	WASHINGTON COUNTY—FIRST DISTRICT			
	Caroline Hill, Coila.....	August 27, 1890	August 27, 1895	5
	Dora Patten, Fort Edward.....	August 28, 1890	August 28, 1895	5
	Jennie M. Connor, Salem.....	March 9, 1891	March 9, 1896	5
	Maggie O'Donnell, Fort Edward.....	March 9, 1891	March 9, 1896	5
	Jessie F. Snyder, Argyle.....	March 9, 1891	March 9, 1896	5
	WASHINGTON COUNTY—SECOND DISTRICT			
28	Olive A. Fenton, Ft. Ann.....	March 5, 1891	March 3, 1896	5
29	E. Theresa Fenton, Ft. Ann.....	March 5, 1891	March 3, 1896	5
27	Carrie Hendrick, Whitehall ..	March 5, 1891	March 4, 1896	5
	WAYNE COUNTY—FIRST DISTRICT			
	None renewed.....	.....	.....	.....
	WAYNE COUNTY—SECOND DISTRICT			
11	Carrie B. Knapp, Marion.....	March 16, 1890	March 10, 1896	4
	WESTCHESTER COUNTY—FIRST DISTRICT			
15	Emeline A. Waters, Westchester.....	August 25, 1890	August 25, 1895	5
16	Eva D. Louis, Mamaroneck.....	August 25, 1890	August 25, 1895	5
13	Emma K. Newcomb, Mamaroneck.....	August 25, 1890	August 25, 1895	5
18	Owen F. Dolen, Westchester.....	August 25, 1890	August 26, 1895	5
20	Charlotte E. Cowles, Pelham Manor.....	March 4, 1891	March 4, 1896	5
19	Lola M. Au, Woodlawn.....	March 4, 1891	March 4, 1896	5

FIRST GRADE CERTIFICATES RENEWED — (Concluded)

Number of certificates	NAME OF CANDIDATE AND POST OFFICE ADDRESS	Date of certificate	Date of renewal	Length of renewal
	WESTCHESTER COUNTY—SECOND DISTRICT			Yrs.
140	Eliza Krata, Tarrytown	August 20, 1890	August 20, 1895	5
9	N. Leonard, Sing Sing	January 10, 1893	March 22, 1896	5
23	Francis S. Smith, Scarsdale	March 4, 1891	March 4, 1896	5
	WESTCHESTER COUNTY—THIRD DISTRICT			
	Fred L. Fox, Croton-on-Hudson	August 20, 1890	Feb. 17, 1896	5
25	Emma Yellott, Peekskill	March 4, 1891	Feb. 20, 1896	5
21	Lottie M. Godden, Peekskill	March 4, 1891	March 4, 1896	5
24	Lily A. Romaine, Peekskill	March 4, 1891	March 4, 1896	5
10	Amy J. Brown, Somers	August 14, 1889	August 1, 1896	1
	WYOMING COUNTY—FIRST DISTRICT			
1	None renewed .....	.....	.....	....
	WYOMING COUNTY—SECOND DISTRICT			
	James F. Murphy, Pike	March 6, 1891	March 8, 1896	2
	YATES COUNTY			
24	James M. Wells, Potter	August —, 1890	August —, 1895	5
2	Jennie M. Huson, Penn Yan	March 4, 1891	March 4, 1896	5
3	Jennie I. Nevyns, Pultney	March 4, 1891	March 4, 1896	5
5	H. C. Underwood, Rushville	March 4, 1891	March 4, 1896	5
6	Katherine M. Russell, Penn Yan	March 4, 1891	March 4, 1896	5
	Lewis S. Patterson, Roxbury	March 13, 1891	March 13, 1896	3

6. HOLDERS OF VOCAL MUSIC CERTIFICATES

The following is a list of all teachers who have received vocal music certificates issued under the uniform examination system in the State of New York, from July 31, 1895, to July 31, 1896. These certificates are good for three years from date of issue:

Number of certificate	NAME	Post-office Address	County and District	Date of certificate
7	Cayron, Harriet W.	Jersey City	Queens—2d district	March 1, 1896.
1	Collins, Marion G.	Stamford	Delaware—2d district ...	January 22, 1896.
20	Durkee, Bessie L.	Malone	Franklin—1st district ...	March 23, 1896.
2	Gerrity, Margaret	Chatham	Columbia—2d district ...	January 1, 1896.
26	Gates, Edith H.	East Aurora	Erie—2d district	April 24, 1896.
27	Harrison, Mrs. M. M.	Mt. Morris	Livingston—2d district ..	April 24, 1896.
25	Hess, Marguerite H.	Brockport	Monroe—2d district	April 18, 1896.
16	Holmes, Elizabeth	Charlotte, Vt.	Essex—2d district	March 23, 1896.
6	Hutchinson, Alice M.	Oswego	Tioga	February 14, 1896.
23	Jones, Bernice H.	Fredonia	Chautauqua—2d district ..	April 9, 1896.
17	Kelsey, David M.	Saratoga Springs	Saratoga—2d district	March 23, 189 .
19	Kursa, Joseph M.	Dolgeville	Herkimer—1st district ...	March 23, 189 .
4	McGowan, Katherine	Mineville	Essex—2d district	February 8, 1896.
8	Milla, Mrs. Louisa K.	Canisteo	Steuben—3d district	March 1, 1896.
22	Morgan Abigail L.	Waverly	Tioga	April 9, 1896.
12	Parkhurst, La Vancia ...	Fredonia	Chautauqua—2d district ..	March 23, 1896.
10	Phillips, Laura L.	Rouses Point	Wayne—1st district	March 9, 1896.
13	Roscoe, Fannie M.	Cobleskill	Schoharie—2d district ...	March 23, 1896.
18	Ruse, Samuel W.	Friendship	Allegany—2d district	March 23, 1896.
3	Shirley, John B.	Lansingburgh	Rensselaer—1st district ..	February 4, 1896.
11	Smith, Bessie H.	Fayetteville	Onondaga—3d district ...	March 19, 1896.
9	Sterling, Pauline	Lyons	Wayne—1st district	March 1, 1896.
21	Stevens, Grace E.	Mohawk	Herkimer—2d district ...	April 5, 1896.
24	Stone, Josephine	Tonawanda	Erie—1st district	April 15, 1896.
15	Wells, Mary C.	East Syracuse	Onondaga—3d district ...	March 23, 1896.
14	Wilson, Mrs. Alberta	Potsdam	St. Lawrence—3d district	March 23, 1896.

7. TABULATED STATEMENT SHOWING VALUE AND GRADE OF ALL CERTIFICATES ISSUED IN THIS STATE

NAME OF CERTIFICATE	By what authority issued	Period for which certificate is issued	Experience required	Professional training required	SUBJECTS INCLUDED IN EXAMINATIONS	
					75 per cent required in each subject	Subjects which must average 75 per cent
State Certificate.	State Superintendent of Public Instruction.	For life.	Two years.	None.	Algebra, Arithmetic, American History, Geography, Grammar and Analysis, Orthography, Penmanship, Physiology and Hygiene.	Astronomy, Bookkeeping, Botany, Chemistry, Civil Government and School Law, Composition and Rhetoric, Drawing, General History, General Literature, Geology, Methods and School Economy and Philosophy of Education, Plane Geometry, Physics, Zoölogy.
					NOTE.—Latin through the first three books of Cæsar's Commentaries, or the ability to read at sight French or German, written in a plain style, will be accepted in place of Zoölogy or Astronomy.	
College Graduate's Certificate.	State Superintendent of Public Instruction.	For life.	Three years.	The applicant for a certificate of this kind must be a graduate of some standard college approved by the State superintendent, must have taught successfully in the public schools of New York State at least three years after graduation, must certify to the intention of remaining in the teaching service in this State, and must be the possessor of a first grade certificate issued under the uniform system of examinations.		
First Grade.	School Commissioners.	Five years.	Two years.	None.	Arithmetic, Geography, Grammar, Penmanship, Methods and School Economy, and Orthography.	Algebra, American History, Bookkeeping, Civil Government, Composition, Current Topics, Drawing, Physics (Elementary), Physiology and Hygiene, and School Law.
Second Grade.	School Commissioners.	Two years.	Ten weeks.	None.	Arithmetic, Geography, Grammar, Penmanship, Methods and School Economy, Orthography, and Reading.	American History, Civil Government, School Law, Composition, Current Topics, Drawing, and Physiology and Hygiene.
Third Grade.	School Commissioners.	One year.	None.	None.	Arithmetic, Geography, Grammar, Orthography, Penmanship, and Reading.	Composition, Physiology and Hygiene, American History, and School Law.

OF EXAMINATIONS

*Training Class Certificate.	School Commissioners.	Three years.	None.	One year in Training Class.	American History, Arithmetic, Civil Government, School law, Composition, Current Topics, Drawing, Geography, Grammar, Methods and School Econ- omy, Orthography, Penmanship, Physi- ology and Hygiene, History of Educa- tion, Art of Questioning.
*Drawing Certificate.	School Commissioners.	Three years.	One year.	One year accepted in lieu of ex- perience re- quired.	Arithmetic, Geography, Grammar, Orthography, Penmanship, Reading, and a Special Paper in Drawing.
*Kindergarten Certificate.	School Commissioners.	Three years.	None.	One year.	Methods, School Economy, History of Education, Art of Questioning, and a special examination in the subject of Kindergarten work, and any other special professional subject which may be designated for training classes.
*Vocal Music Certificate.	School Commissioners.	Three years.	Sufficient to insure satisfactory work.	Sufficient to insure satisfactory work.	Certificates of this kind may be granted to candidates who establish to the satisfaction of the State superin- tendent that they are qualified to teach vocal music.

Composition, Physiology and Hygiene, American
History, and School Law.

*These certificates upon their expiration from time to time may be renewed without examination for a period equal to the time under which the holders of such
certificates have taught on them.



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